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and Other Commercial Subjects

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The Improvement of Teachers in Service

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WHEN a girl graduates from a commercial high school, she has had two, or perhaps three, years of training in shorthand and type-writing. Yet, when she goes into business, she is rated as a beginner, and it is a matter of three to five years before she can be classified as an experienced stenographer. There are hundreds of things she will have to learn. She may have a telephone in her home, and may have spoken over it many, many times; yet the mistakes she makes in handling calls—using a high-pitched excited voice,

forgetting to get or note the name of the caller, delivering the message incorrectly, calling her employer to the 'phone when he is busy, etc.—are often ludicrous when they are not a source of trouble and annoyance. And this ignorance of telephone technique is only one of many causes of inconvenience. Multiply this with regard to filing, receiving callers, the transcription of notes, mailing of letters, making out bills, incorrect addressing, misuse of office appliances such as the mimeograph, multigraph, mimeoscope, dictaphone, and adding machine, and

one has some idea of the intensive training a stenographer must go through before she can be regarded as experienced.

If this be true of the stenographer, how much more true must it be of the accountant, the lawyer, the civil engineer, the doctor—in short, of any professional person.

Take the teacher, for instance.

It is hardly necessary, I think, to prove my contention in this respect. I presume it will be acknowledged that there is a marked difference between the teacher as a beginner and the teacher as an experienced worker. On the one hand, we have the beginner—young, inexperienced, hesitating, doubtful as to her methods, ignorant of what has been done in the presentation of material; in a panic when the class has made a low score in a test; unable to analyze the cause of failure; having difficulty with discipline; unable to get the coöperation of the children, and bewildered amid a mass of confusing demands of the subject, the children, and the school. On the other hand, we have the experienced teacher—cool, calm, confident, solving to the best of her ability each problem as it presents itself. Frequently, as in the case of the beginning teacher, she has low scores, but she has had them before and knows whether they are due to the students or to poor instruction on her part. She tries to analyze the cause of their failures, and makes plans for strengthening the weak spots.

The comparison may be continued with respect to all the qualifications that make up a good teacher—initiative, self-control, tact, professional equipment, interest in the lives of the pupils, school and class management, technique of teaching, moral influ-

ence, etc. There is a vast difference between the beginner and the experienced teacher.

Almost all teachers have had a certain amount of training for teaching before they entered service as a shorthand teacher. This article deals specifically with the training of a shorthand teacher in service.

What training can be given to a teacher while in service so as to bridge that gap between the beginner and

Training a Shorthand Teacher in Service the experienced teacher—bridge it economically, efficiently and successfully, so that, when

have the same optimism, ideals, freshness, hope, enthusiasm that characterised her as a beginner, and at the same time look forward to the future with a view to conquering new fields, making new experiments, coöperating with the other teachers for the benefit of the department as a whole, helping the younger teachers—in short, making that contribution to the teachers, the school, and the children which her experience will enable her to make.

According to the requirements of the Board of Education, a person may become a teacher of shorthand in high school if

1. She is a college graduate with a certain amount of experience in teaching in secondary schools, or hours of instruction at a university which include a course in methods of teaching shorthand.
2. She is a high school graduate, "together with graduation from a course of two years in the subject and four years' experience in teaching the subject. Two years of business practice in the subject, may be accepted in lieu of two years of teaching." (Quoted from circular issued by N. Y. C. Board of Education.)

The first type is the college graduate who has taken a course of shorthand at a business school or at a university, has followed this up with a course in the methods of the subject, and then passed the examination. She has had little or no business experience.

The second type has probably had a great deal of business experience, and some experience in teaching in a commercial school, but, as a general rule, she has had little instruction in methods of teaching, and almost no instruction in class management, psychology, the philosophy of education, principles of education, history of education—the subjects that are part of the course of study of anyone who is studying to become a teacher.

This classification helps us to a large extent in determining the kind of training the teacher will be given. Teachers may thus be classified as the college-trained teacher and the business-trained teacher. We know from the very beginning in what way she can best coöperate with the department—along what lines she should endeavor to improve to make the best contribution to the children and the school.

What use shall we make of this classification in securing the coöperation of the beginner and helping her find her place in the school?

If the teacher comes from a business office she will prove most useful in the secretarial course, office practice course, advanced **The Business-Trained Teacher** or speed classes in stenography and typewriting, where her extensive knowledge of business and her practical experience will not only enable her to be of great help to the children, but will also aid

her in overcoming difficulties in teaching and discipline, give her confidence in herself and in her ability. She can also be of assistance in the routine work of the department and, if properly approached, she can make stencils of all kinds, help the chairman get out reports, etc.

On the other hand, if the teacher comes from college, where she has had courses in methods, etc., but has

The College-Trained Teacher had little experience in business, it is better to give her the beginning classes in stenography and

typewriting, where she can make use of the training she has had in teaching. For the first year the chairman of the department should avoid giving her advanced classes, where she will be constantly embarrassed by questions of theory that she will find difficult to answer. Her time may well be employed in making out courses of study, weekly and monthly; in developing term plans and observing the work of the more experienced teachers. She might be encouraged to organize a club and meet her pupils socially. She is generally gifted in some way, and her powers might be used for the welfare of the children.

The professional or university study of the college-trained teacher should consist of courses in advanced shorthand and typewriting, **Professional Training** business organization and management. Emphasis should be

laid on the practical side. The chairman of the department should encourage her to take up university work, and should point out how valuable such work will be to her as a teacher, and how much greater will be her contribution if she can correlate her

work with business practice. He can point out, too, that, with a broad knowledge of the subject, she will have so much added respect from the children, her fellow-teachers and supervisors, and that she will be able to handle the classroom problem with much greater confidence and ease.

The professional or university study of the business-trained teacher should consist of courses in methods of teaching shorthand, typewriting, office practice, psychology, applied education, principles of education. The chairman should encourage this teacher to study for the B. A. or B. S. degree, to give her that culture which will help to balance her business experience and give her a broad idea of the fundamental aims of education, so that, in her teaching, she will not over-emphasize the so-called practical side of her subject, but will present it with a knowledge of the relationship of shorthand and typewriting to the other subjects in the grade, to the entire course of study, to the child as a worker, a social being, a citizen and a human being.

I have indicated how a teacher could be trained and improved by making use of her ability to assist in the work of the department, and by encouraging her to take university courses.

Are there any other means or agencies for teachers in service? Upon investigation, I find a wealth of material. In his book on "Supervision and the Improvement of Teaching" (Published by D. Appleton & Company, New York), Professor William H. Burton, director of training schools in the State Teachers' Col-

lege, Winona, Minnesota, has a splendid chapter on "The Improvement of Teachers in Service." G. D. Strayer, also, in his "Brief Course in the Teaching Process" (Macmillan Co., 1913), has an interesting chapter, "The Teacher in Relation to the Supervisor."

The United States Bureau of Education has issued a Bulletin (Bulletin No. 3, 1911), "Agencies for the Improvement of Teachers in Service," which contains a letter written by Elmer Elsworth Brown, Commissioner of Education, to the Secretary of the Interior, stating why teacher training is necessary. The author of the pamphlet is Professor Reudiger. He gives in detail various agencies throughout the United States that were used up to 1919 to improve teachers in service. Among others he mentions:

Office teachers' meetings
Teachers' Institutes
Summer schools
Summer normal schools
Extension teaching
Local teachers' meetings
Visiting days
Associations
Reading circles.

I have appended a bibliography on the subject at the end of this article. In the following paragraphs, I have endeavored to organize the various ideas presented in the books mentioned in the bibliography. For further study, I recommend the reader to the books and articles mentioned. With the exception of one or two, they may be obtained in the public library.

Further agencies for the improvements of teachers in service are grade meetings, department conferences, with department meetings, school conferences, associations, conventions, etc.

(Continued on page 153)

Schools of Hawaii

By Frances Effinger-Raymond

SEVENTY-FIVE per cent of the students attending the schools on the Hawaiian Islands are the children of un-American parentage—many nationalities of conflicting faiths and standards of living. All these children are American citizens, entitled to the same educational advantages and opportunities as the children born of American parents. The first problem of the Hawaiian Islands is not, in our opinion, cheap labor on the sugar, pineapple, cocoanut and other tropical plantations, and large dividends for the corporations. The problem is to forget the alien parentage of three-fourths of the children born on the Islands and remember that from the day of their birth, it is our duty to help make them the boys and girls we have been talking about since 1776—American citizens. The public, private, and parochial schools on Oahu, Hawaii, and Maui are trying to create an atmosphere and establish associations that will mitigate and eliminate any "yellow press" attitude toward children whose skin is a different color or whose hair doesn't happen to curl.

On invitation from the genial and progressive Superintendent of Public Instruction for the Islands—the Hon. W. E. Givens—the writer had an opportunity to meet the teachers of Honolulu in convention and to visit the schools of Hilo, Maui, Honolulu, and vicinity during October and November. To talk to large classes of students whose patience and courtesy were a surprising pleasure; and to receive attentions that stir the imagination and suggest romance.

Here is a bit that can be half told only, for words alone do not enable us to paint the colors or give the perfume of exotic flowers. Four young women—a Hawaiian, a Chinese, a Japanese, and a Caucasian, from Miss T. Bigelow Phillips' School for Private Secretaries, decorated the large room, facing Waikiki Beach, to be occupied by the writer. Curtains were made of many varieties of roses and lacy ferns, leis of intoxicating and brilliant flowers, more ferns and still more roses and gorgeous flowers covered furniture and rounded out corners—a fairyland that attracted photographers and tourists until the artistic and fragrant aloha had to be removed to give place to mundane living and working arrangements.

This same kind of reception met us at Hilo, at Wailuku, wherever we traveled on these Paradise Islands. It was just their way of welcome, an Oriental (if you will have that word) courtesy and beauty that permeates these American children of un-American parents.

We leave it to others to sing of the garlanded crags, the leaping cascades, the plumpy palms drowsing by the shore, while we recall with infinite satisfaction visits to schools and interviews with the teachers and responsive attention from the most interesting set of live "Problems" we have ever met.

First of all was the first meeting with the Superintendent of Public Instruction and his Honolulu teachers—just after we landed from six days at sea. Then the visit to the new McKinley High School, under the escort



Mrs. Frances Effinger-Raymond, Manager of the Pacific Coast and Orient office of the Gregg Publishing Company, (San Francisco) was a member of the San Francisco Chamber of Commerce party that visited the Hawaiian Islands.

of Miss Kunz and Miss Edgerley, and talks with teachers and pupils. Mid-Pacific Institute, where we found an old friend and good teacher, Miss Lillian E. Esden. A glimpse at the Educational and Vocational Training School, U. S. Army, Schofield Barracks. Y. M. C. A. and Y. W. C. A. school departments, with well-developed and instructed commercial departments. An insight into the old, historic and super-musical Hawaiian language with Professors Beckley and Wilder of the University of Hawaii. Punahoa Academy, where Professor L. C. Howland, Assistant to the President, introduced Gregg Shorthand in 1900 and eventually to the entire territory. St. Louis College, dating back to 1820, and drawing students from all over the world. (Wish you all could see that picture of Brother Joseph and the writer, in a setting of tropical magnificence. Then you would appreciate the informal and friendly recognition of the people to a Gregg representative.)

Academy of the Sacred Heart, Kaimuki, founded in 1823; the aristocratic, select, superbly housed, gardened and taught school of higher education under the charge of Mother Louise Henriette. There was a period of "liquid sunshine" the morning we visited this school, but it only made the reception we received more welcome.

Then over to Hilo, where Earl W. Roop, a former student of the Gregg School, is in charge of the new Junior High School, ably assisted by Mrs. Flora B. Brown, Miss Lottie M. Dimmick, and Mrs. Sarah W. Putnam.

Sunday found us on the Island of Maui. Nothing daunted, we asked to be driven to the old missionary school, Lahainaluna, now THE industrial

and vocational school of the Islands, in charge of H. A. Rogers, a Harvard graduate, a trained executive, an enthusiastic and courteous gentleman. Our welcome was only equalled by the wealth of information we received and the magnificent view we had from the wide verandas of the school, over the valleys and up the mountains of Maui to the top of Haleakala. At Wailuku, we found the Brothers of Mary had two large schools, St. Anthony's Girls and St. Anthony's Boys. Some old friends were in these schools—Sr. M. Flaviana, Brother Alfred, Brother Maurice, Brother Robert, and Gregg Shorthand.

At Lihue, Kauai, were old friends of Summer Session days at the University of California: Principal Dollinger and Mrs. May C. Leadbetter. Was it two hundred and fifty in the commercial department of the Kauai High School? Well, the figures may be wrong a trifle, but the number was so large, the teachers said they were "snowed under." This expression was all right for us as we, too, came from the High Sierra country; but "ferned under" or "sugar caned under" suits Kauai better.

A return to Honolulu for two days made it possible for us to visit Miss Phillips and her fine corps of teachers, in the Phillips Commercial School; Mrs. A. N. Lincoln, Honolulu Business College; Mrs. Florence Peace, Gregg Shorthand School; Oahu College and other schools dating back to 1820.

The generous hospitality and gracious attentions shown us, based on our common interests in education, will make coöperation between the Mainland and Islands more helpful and more resultant of professional growth.

The Hadley Correspondence School for the Blind

THIS is a story of a remarkable and unique institution—the Hadley Correspondence School for the Blind.

We all know how the great benefits of correspondence instruction have been carried far and wide to all who will avail themselves of the opportunity, at least all who are blessed with sight, hearing, and speech. The correspondence school has given an opportunity literally to hundreds of thousands who would otherwise have been deprived of educational advantages. But a correspondence school devoted to the interests of the blind is as unique as it is potent with possibilities for great good. And no one appreciates the difficulties in the way of successfully carrying out instruction in this way better than one who, having been a teacher, has the great affliction of blindness come upon him.

The idea of the school was furnished by Mr. William A. Hadley, who was a teacher in Lake View High School, Chicago, until he was

The Idea stricken with complete blindness. It is located at Winnetka, Illinois. With the aid of his wife, Jessie H. Hadley, he planned and is carrying into successful accomplishment a great humanitarian work—to bring interest, education, a widened horizon, and happiness to many whose lives would, in this darkness, be almost without hope. Possessing a splendid background of educational experience, and having specialized in psychology, Mr. Hadley is not only widely known in the commercial teaching field, but he has been

a much-sought speaker at the conventions of commercial teachers. He was one of the pioneers in this country of the advocacy of psychological methods applied to the teaching of shorthand and typewriting. His papers on the subject, read before the National Commercial Teachers' Federation and the Gregg Shorthand Federation, were distinctive contributions to the knowledge on the subject.

After he himself was seized with blindness, the need for an educational institution providing for the instruction of thousands who can Need for not, or who have no desire School to attend resident institutions, came to him. He outlined the school and carried his plans forward with amazing courage and resourcefulness. He enlisted the assistance of prominent people all over the country connected with the education of the blind, and has on the advisory board of the Hadley Correspondence School such men and women directing institutions for the blind in nearly every state in the Union.

To get the support of men and women like these indicates two things very clearly—the recognition of the need of such an enterprise, and faith and confidence in Mr. Hadley's ability to carry it to a successful issue.

The purpose of the school is:

First, to offer courses of instruction to those who have pursued courses in institutions for the blind, or have learned to read and write the raised type, Purpose and who wish to continue their studies at home because they are unable, for various reasons,

to attend colleges or higher schools of any kind.

Second, to offer to those who have lost their sight after the school age the opportunity to learn to read and write the Revised Braille, and to pursue such other courses as they may desire, so that the resources provided for the blind may be made available for their profit and pleasure.

The tuition of these courses is free, although donations from students are acceptable. The generosity of friends who are interested in the Tuition work for the blind makes it Free possible to establish and carry on this work without cost to the pupil.

Among the courses offered are:

American History and Civics; Short Story Appreciation and Short Story Writing; Psychology; Salesmanship; Business Correspondence and Business Offered English; Literary Study of the Bible; English Grammar and Composition; Reading and Writing Revised Braille.

In addition, to those who can secure textbooks, the school offers courses in The History of English

Literature; The History of American Literature; French, and Latin. Courses in other subjects will be given when requested by a number sufficient to justify them.

The organization of the school and its success in a new and important field is a striking example of the ability of a man to rise above

Life of Service a handicap that to most men would have been

crushing, and shows an adaptability and a courage that should be enormously inspiring. We wonder what would have been the reactions of most of us faced with the problem that Mr. Hadley successfully solved. Cut off from all the usual activities in a profession which he loved, the future must have appeared very dark indeed. To what could he turn? The first thought of a big man in such a situation must be that there are others similarly situated, or worse. What could he do to serve them? Mr. Hadley has found the answer, and we wish him all success—for himself and those whom he helps to the light.



The Improvement of Teachers in Service

(Continued from page 148)

The teachers of the same grade should meet at stated times during the term. One of the older teachers might be elected as Grade Meetings chairman and act as a guide to the discussions. Suggestions for discussions:

Minimum requirements, number of tests, organization of tests, advisability of uniform tests (Weekly, monthly), home work, organization of period, experiments in teaching, etc.

In regard to the matter of experiments in teaching, much valuable work can be done. There are various methods of teaching each grade. Each teacher might be assigned a method which she thinks best, and report from time to time on results. One teacher might prefer drilling on vocabulary as the most important element in teaching; another on grammatics and phrases; another on sentence practice; another on dictation of letters. The method of supervised

study might be tried out, one-half of the period being spent in study and the other half in recitation (as a usual thing, no homework is given in a supervised study class). I tried this method once, and found the results highly satisfactory. At the end of the term there should be a careful analysis of the results and further experimentation, with the results of the previous term in mind. The young teacher who is participating in these discussions and experiments is receiving valuable training. She feels that she is an important part of the department and not an automaton which acts only upon the guidance of others.

In his course at New York University on "The Organization of a Commercial Department," Mr. Edward J. McNamara

Department Conferences (vice-president of the Girls' Commercial High School, Brooklyn, New York), remarked: "The department meetings should serve as an aid and inspiration to the teacher. No time should be wasted on routine matters. They should be given either in the form of mimeographed slips or announced briefly. The meetings should be devoted to the discussion of all sorts of important topics vital to the improvement of the work, the department, the school, and the children."

Suggestions for department meetings: Methods of teaching, organization of the recitation, model lessons, reports of meetings of associations, reports on latest books, discussions of magazine articles, correlation of work in the department, correlation with other departments, coöperation with school office, etc. The teacher begins to see her subject from a large point

of view and gradually gets out of the narrow rut into which she may get if her contact is only with the children from the narrow subject-examination point of view. The chairman should report (or have teachers report) on the latest methods, should encourage experiments and give teachers opportunity to present new methods and results of experiments. The supervisor should be on the lookout for new and interesting devices and have the teachers present these to the department for discussion. A teacher feels encouraged and ready to put greater effort into her work when she sees that it is appreciated.

The following are some suggestions for discussions or talks at department conferences:

1. How to present the first lesson in shorthand.
2. How to present the first lesson in typewriting.
3. The organization of a lesson period.
4. How to strengthen the work of weak pupils in an elementary class; in a speed class.
5. Building a vocabulary.
6. What is the best home work assignment for each of the various grades?
7. Suggestions for motivating the assignment.
8. The project method and how it may be applied to the teaching of shorthand, typewriting, and office practice.
9. The relation of penmanship to shorthand.
10. The organization of uniform weekly tests.
11. A uniform standard of marking.
12. Establishing norms in stenography and typewriting.
13. Suggested experiments.
14. What shall we consider as fundamental in shorthand, typewriting?
15. How shall we train pupils to study shorthand properly?
16. Effective class management.

17. The use of the instincts, and the power of suggestion in classroom procedure.
18. The operation and utilization of the law of habit.
19. What are intelligence and prognosis tests, and of what value are they to the teacher of shorthand?
20. The skilful use of the textbook.
21. The art of questioning.
22. What is good discipline?
23. The basic principles of shorthand.
24. Apperception, the basic law of teaching.
25. Making children remember.
26. The law of multiple-sense appeal.
27. The law of aim in teaching.
28. Best method of teaching grammalogues and phrases.
29. What is the value of rules in shorthand? Shall the pupils be required to memorize the rules, or is a mere understanding of them sufficient?
30. How can the teachers develop a spirit of co-operation?
31. How may we correlate our teaching with that of other subjects, such as English, geography, history, civics?
32. How can speed be increased? Legibility?
33. What is the best method of developing ability to read notes?
34. What can be done to help backward pupils?
35. What are you doing to give pupils an idea of what they can attain to because of their knowledge of shorthand and typewriting?
36. Has shorthand any educational value? Typewriting? If so, how can they be taught to bring out their maximum educational value?
37. How can character be developed in the teaching of shorthand or typewriting?
38. How can the shorthand teacher be prevented from falling into a rut?
39. What are the qualifications of the ideal teacher of shorthand or typewriting?
40. Has the shorthand or typewriting teacher any responsibility with regard to teaching the children English, business English, punctuation, spelling, etc.?

Inter-department meetings should be held for the purpose of determining

how one department

Inter-Department Meetings may correlate with the other.

As an instance, the

English Department may be asked to teach the rules of spelling and punctuation and to emphasize these rules in the third and fourth terms, when the pupils are required to transcribe their notes. The Shorthand Department, in turn, will promise to check up carefully and mark all errors in English. The Shorthand and Typewriting Departments may arrange to permit the pupils to typewrite their term essays during periods previously agreed on.

In the same way, each department can arrange to coöperate with the other departments. This will help to engender a feeling of fellowship and good will that cannot be obtained in any other way. As a general rule, there is more or less hostility to the commercial department. This can be broken down so that, when the assistance of the other departments is required, it can be obtained more readily.

In all this work, the teacher is growing and developing. She is given opportunity for coöperation and service. She develops from a good teacher in the classroom to a good friend in the school and a valuable asset in carrying on the educational program. She is growing mentally and spiritually. The work she is doing is a big work. She feels herself an individual of importance and gladly gives up her time and energy to the solution of problems or accomplishment of work that, demanded in any other way, would provoke irritation, useless discussion, antagonism and dislike for the profession.

Conferences give the principal an opportunity to develop the teachers. Matters interesting to the school as a

School Conferences whole are taken up. Visitors may be invited to talk on matters of general interest in education, experiments in teaching, or school administration (Arista League, Service League, Self-Government, Student Aid).

When questions of doubt arise as to the advisability of adopting some new administrative measure, a debate might be arranged and the matter finally decided by a vote. The principal should refrain from making a meeting a one-man affair, in which he does the discussing and the teachers the listening. The teachers should be invited to participate in the discussion. In some schools, teachers coöperate with the principal and organize the course of study and the curriculum, determine minimum and maximum requirements, conduct experiments, and go to the other schools to observe devices and methods of school administration, etc. In one school the principal is acquainted with the professional studies and interests of the teachers, knows the plans of the teachers for their future and gives teachers every opportunity to demonstrate their ability. The principal should encourage teachers to take courses leading to higher positions.

There are about fifty organizations in New York which a teacher can join: The Gregg Commercial Teachers' Association deals with many interesting problems, both in connection with classroom methods and in correlation with business, and the New York Society for Experimental Education has a Shorthand

Section. The discussion relates to experiments, tests, etc. The teacher should also join some social organization where she can meet men and women interested in other work than her own. This helps to widen her sphere and broaden her outlook.

Conventions enable the teacher to meet men and women in her profession from all parts of the country. She shakes hands with women from Virginia, St. Louis, Maine, Chicago; exchanges thought with California and Oregon, and **Conventions** comes back to the school and class with renewed inspiration. The Eastern Commercial Teachers' Association meets in the large cities of the East and the National Education Association meets in all parts of the country. The former represents commercial education and the latter education in general from the point of view of the country as a whole.

Visiting is a popular means of improving teachers. Teachers should visit other teachers in their own school, both in their **Visiting** own and—the better teachers—in other departments. In New York, teachers are allowed three days for visiting other schools. The chairman should be able to give information on the best schools to visit and encourage teachers to make these visits. Visits should be made with definite ends in view. The chairman should encourage the younger teachers to visit the more experienced. The visit is a spur to the more experienced teacher to do her best work, and is frequently an aid in improving the work of the department as a whole.

Model lessons are given in many forms: Observation of more experi-

Model Lessons teacher, lessons before a group of teachers, department visits to teacher in class. Frequently the supervisor takes the entire department to another school.

Whatever form is used, the lesson should be discussed and suggestions and criticisms should be made by teachers.

Of participation in work of school and department, I have already mentioned the matter, but I repeat it to

Participation in Work of School and Department emphasize its importance in improving the work of teachers. It makes teachers feel that they are an important element in the school, and will get their goodwill and coöperation.

This is the day of experimentation. Everywhere we hear discussed the problem method, project method, standard tests, intelligence tests. The chairman should express his interest in these questions and ask for volunteers to try these various methods in the classroom. An experiment will put new energy and vitality into a teacher and help keep up interest in the work.

Excellent rating cards have been devised. They help the teacher to analyze his work and see whether he is up to standard. They help him determine his strength and, if there is any weakness, where his weaknesses may lie. The supervisor may save himself a great deal of unnecessary hard feeling by giving the teacher one of these cards.

An excellent example is the scale devised by Dr. Harold O. Rugg, of the Lincoln School, Teachers' College,

New York. Cards containing this scale may be obtained in quantities for four cents each.

No teacher should miss the Annual Business Show, with its hundreds of office machines and business devices.

Museums and Exhibitions One is astounded at the number of new things that come out from year to year. The Show helps the teacher to keep in touch with modern business methods. All modern offices that sell appliances have an excellent service department, which is ready to demonstrate at any time.

Mr. McNamara lists eleven outside agencies that can be used to improve the work of teacher and pupils:

1. Typewriter companies have men who visit all the schools and demonstrate best methods of teaching how to secure speed, etc.
2. Commercial publications
3. Business houses, talks by business men, visits to business houses, obtaining business forms
4. Business Show
5. Commercial organizations
 - (a) Chamber of Commerce
6. Service departments of publishing houses
7. Public libraries
8. U. S. Department of Education
9. State Department of Education, slides, syllabus, examinations
10. School magazine
11. State Employment Bureau

The teacher may improve herself by taking courses, by arranging the school work so as to lead to her maximum development and self-expression, by joining associations, by keeping in touch with the latest experiments, and by making use of outside agencies. Probably the greatest aid in interesting a teacher in self-

development is instilling in her a healthy ambition to rise. It should be pointed out, however, that the only way to rise is through service. Too many teachers do their "rising" outside of school. They take so many courses that they cannot do justice to school work. The teacher should

be made to feel that her service is appreciated and recognized.

Frequently it is possible to inspire a love of teaching for its own sake. The contribution made by such a teacher is invaluable and her presence in the school is an inspiration and a delight.

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5. Lommen, Georgina, "The Teachers' Institute as an Agency for Training Teachers in Service," Journal of Rural Education, October, 1921, Vol. 1, pp. 60-68. *Excellent up-to-date discussion of the whole matter of institutes. Valuable to supervisors and superintendents.*
6. Nutt, H. W., "Supervision of Instruction" (Houghton Mifflin Co., 1920). *Good discussion of lesson planning. Use the index.*
7. Rugg, H. O., "Self-Improvement of Teachers through Self-Rating; a New Scale for Rating Teachers' Efficiency," Elementary School Journal, May, 1920, Vol. XX., pp. 670-684. *Excellent article, stressing the use of rating for improvement.*
8. Sears, J. B., "Classroom Organization and Control." (Houghton Mifflin Co., 1918.) Chapters XVII-XIX.
9. Strayer, G. D., "Brief Course in the Teaching Process" (The Macmillan Co., 1913). Chapter XVII.
10. Strayer and Engelhardt, "The Classroom Teacher" (American Book Co., 1920). *Mentions improvement incidentally, but very suggestively in Chapter III.*
11. United States Bureau of Education, Bulletin No. 3, 1911, "Agencies for the Improvement of Teachers in Service."

Remember to direct all correspondence for THE AMERICAN SHORTHAND
TEACHER to the new address—

285 Fifth Avenue, New York, New York

REPORTS OF CONVENTIONS

Of Commercial Teachers' Associations

New York State

Albany, N. Y., November 27, 1923

W. E. Smith, Dunkirk High School
Chairman

Report by Wallace W. Renshaw

M. R. MATHEW LYNAUGH, of the White Plains High School, said that they had been giving standard tests in that school for five years and for their purpose favored the Otis Self-administering Tests. The chief benefit they derive from the giving of these tests is that it gives them their groupings immediately instead of after weeks of observation. They find a very high correlation between the results of the intelligence tests and the findings of the teachers. A most interesting statement is that, whereas most of the students who elect the commercial subjects are from the low group, their grades in those subjects are better than the grades of the academic pupils in their subjects.

Mr. W. G. Thompson, of the Plattsburgh State Normal School, talked of tests as applied to candidates for commercial teacher training. He feels that when satisfactory tests have been devised, a very great step forward will have been taken, for it is most unfortunate, after a candidate has taken a considerable amount of this teacher training work, to have to inform him that he is found unsuited for the commercial teaching profession.

Doctor Cox, Chief of the Bureau of Measurements in the State Depart-

ment of Education, expressed pleasure that commercial teachers are applying these tests in their work. He feels that the serious weakness in testing and measuring right now is that in most departments the tests are so faithfully given, but that they are never interpreted. These tests ought never to be given by lazy people; in such hands they raise more questions than they solve.

Professor George R. Tilford, of Syracuse University, gave a most interesting talk on his experience in giving clerical tests to 231 students in the University. These tests were prepared by the Institute of Educational Research, Teachers' College, Columbia University.

1. Simple addition.
2. Checking items according to their descriptions.
3. Copying information from one side of a sheet to the other.
4. Reasoning test.
5. Vocabulary test, underscoring correct word.
6. Straightening out disarranged sentences and marking them true or false.
7. Vocabulary test, assigning words to groups.
8. General information test, marking sentences true or false.

The lowest grade made was 23%; the highest, 89%; an average mean of 59%. The best secretarial material is found among those who have ranked highest in the general intelligence tests. These tests are also valuable in showing special disabilities.

Mr. Cameron W. Beck, Personnel Director of the New York Stock Exchange, gave a most illuminating and thought-inspiring talk on his ex-

periences. Mr. Beck is in charge of 900 employees, five hundred of whom are on the Stock Exchange floor.

Mr. S. B. Carkih, Director, Business Education for the Rochester schools, had as his subject "Supervision—State and Local, with constructive suggestions." The three points stressed were leadership, guidance, service. Service should be co-operative. There must be confidence, human sympathy, and understanding. A supervisor who makes suggestions must also be willing to receive them. The supervisor's program should provide both inspiration and information.

Mr. Ralph Baker, of the Yonkers High School, presented for the consideration of the State Section a set of resolutions passed by the Westchester County Commercial Teachers' Association, recommending that

1. The Supervisor of Commercial Education be identified with Extension and Vocational Education as a Bureau of Commercial Education.
2. The Supervisor be assisted by two specialists and that the Bureau have such help as will insure adequate service to the commercial teachers of the state.
3. These three men should be recognized leaders, having the confidence of the teachers and also of the business men, and that their salaries be commensurate with their duties and responsibilities.

These resolutions were adopted and were immediately conveyed to the State Commissioner of Education by a committee appointed for that purpose. The committee later reported that the resolutions had been most favorably and sympathetically received by the Commissioner.

Dr. R. T. Hill, in charge of the certification of teachers for the State, said that higher standards are being

attained by commercial teachers partly because a better supply is available, and also because of a realization of the need of better standards by the teachers themselves. Beginning with July next, the state requirements will call for three years, instead of two years, of professional training.

Virginia

Report by Ira B. Grimes

THE third annual meeting of the Commercial Section of the Virginia Educational Conference was held at the John Marshall High School, Richmond, Virginia, November 28, with A. B. Chandler, Jr., President of State Normal School, Fredericksburg, Virginia, presiding.

A discussion of the new High School Course of Study (Commercial Branches) was led by Miss Helena Marco, Fredericksburg State Normal School and chairman of the Committee on Business Subjects in High Schools, State Board of Education. All members of this Committee were present. It was indicated that commercial courses should be planned by specialists in business education and that the teachers will support the effort to give Virginia a course of study which more nearly meets the present and future requirements, and which is in line with the revisions of commercial courses in other progressive States.

Mr. Charles Lee Swem, managing editor of the *Gregg Writer*, and winner of the championship in the speed contest, National Shorthand Reporters' Association, 1923, gave a delightful and instructive address. Mr. Swem needed no introduction to commercial teachers, as his name has been associated with rapid shorthand writ-

ing for several years. By request, he related some incidents of his experience as personal stenographer and reporter to Woodrow Wilson, then President of the United States. The teaching of shorthand and the need of well-prepared teachers were emphasized in his address, after which he gave a remarkable demonstration of blackboard writing.

The large number of teachers and

visitors present was indicative of unusual interest in commercial education and of a desire to seek the best methods and practices in teaching business subjects.

The officers for the ensuing year are: President, A. B. Chandler, Jr., State Normal School, Fredericksburg, Virginia; Secretary-Treasurer, Ira B. Grimes, John Marshall High School, Richmond, Virginia.



National Society for Vocational Education

Commercial Section

Buffalo, New York, December 7, 1923

Report by Wallace W. Renshaw

THE morning session, Mr. C. E. Cook, West High School, Rochester, presiding, opened with a welcome by Doctor Norris A. Brisco, of the New York University School of Retailing. Doctor Brisco pointed out that commercial work is not only the teaching of principles and the developing of skill, but the bringing about of an adjustment to business. Commercial education is, therefore, a division of Vocational Education and, on that ground, he took occasion to welcome the commercial teachers most cordially in the deliberations of the National Society for Vocational Education.

A survey of commercial education in the State of California, based on a questionnaire, was given by Mr. E. W. Barnhart, Chief, Commercial Education Service, Washington, D. C.

Mr. L. A. Wilson, State Director for Vocational Education, Albany, urged:

1. More time to the teaching of commercial subjects in the high schools;

2. Better teacher training facilities (a responsibility of the state);
3. Clear-cut differentiation of the program;
4. More co-operative education, as, for instance, part-time employment;
5. Better placement work;
6. Better financial support for commercial education. (The latter will prove instrumental in bringing about vigorous development under competent leadership.)

A program for the development of commercial education was presented by Doctor Robert D. Leonard, Director, School of Education, Teachers' College, Columbia University. Such a program consists of

Research,
Experimentation,
The training of teachers,
Maintaining working contracts,
Preparation of teaching materials,
A scheme of administration.

In his opinion, a program lacking any one of these elements is as seri-

ously handicapped as would be an army in the trenches but which lacked research departments, intelligence divisions, training camps, a General Staff, or any of the other necessary elements. Doctor Leonard deplores the fact that only one state in the Union employs a State Supervisor of Commercial Education. It also seems unfortunate to him that, in the four hundred junior colleges in this country, only one or two offer instruction in commercial subjects, notwithstanding the fact that it seems to him that they could serve very well in the preparation of what he terms the middle group of employees.

Mr. M. A. Sorsoliel, of the Department of Education, Ontario, won the immediate sympathy of his audience when, after listening to the morning program, he opened his address with the statement that in Ontario, too, they are struggling against the same obstacles encountered in this country. Both public and private schools there are under the supervision of the Department. The private schools have contributed much to the advancement of commercial education in the Province. Commercial education in Ontario ranges from the giving of instruction in elementary business forms in the elementary schools up to studies in commerce and finance in the universities. The liberality of grants from Dominion and Province have proved very helpful. Mr. Sorsoliel insists that universities credit the work in the commercial departments of the high schools and technical schools, because the latter aim to meet the requirements not only of the one who goes to college, but of the fifty who can not go to college, arguing that the needs of so large a group must be given recognition.

Mr. F. G. Nichols, Associate Professor of Education, Harvard University, deplores the fact that thirty-six of the states have no requirements for the certification of commercial teachers. He advocates the bringing of pressure on the state departments for the providing of adequate commercial teacher training facilities. The commercial education field is now so broad that it is no longer possible for a teacher to be a specialist in all of the subjects in the commercial program. Mr. Nichols therefore recommends that those in training lay the necessary groundwork of psychology and pedagogy, then give a very moderate amount of time to general business subjects, and then study intensively a small group of related commercial subjects. Later on the individual teacher can broaden this program in whatever direction inclination dictates. Mr. Nichols urges that teachers maintain contact with business, also that all teachers be students of the history of commercial education.

Mr. Charles M. Smith, coördinator, Directing High School Placement, New York City Board of Education, brought out the fact that the term "Coördinator" came into use twelve years ago in connection with part-time employment. The function of the Coördinator is to understand both school and industry, and to interpret each to the other. Education must be motivated. The pupil wants to know the cash surrender value of his education.

Dr. Norris A. Brisco, of the New York University School of Retailing, quotes a captain of industry as saying that by 1930 there will be need of 500,000 executives in this country. The colleges can not provide all of these; most of them will come from the high school commercial departments.

The Attainment of Shorthand Speed

By Mrs. Annie S. Greenwood

Publicity Manager, American Business College, Minneapolis, Minn.

SHORTHAND is of no commercial value unless it can be written rapidly and read with ease and accuracy. This is a truism which ought to be given to the class at the very beginning and repeated with frequency through all the early part of the course. How shall this result be attained?

Briefly, I shall attempt to give what I consider the necessary elements of speed-getting:

1. Correct understanding and memorization of the principles. This means that the student shall take Lesson

Understanding and Memorization One in the Manual and read it over until he understands exactly what it means in every detail, and until he has memorized the consonants and vowels, the rules, and the wordsigns which make up that lesson. This must be the foundation work in all lessons.

2. Until anyone mentally sees that which he wishes to produce he cannot write it, or draw it, or paint it, or mould it. The creation

Visualization must exist in the mind of the creator before it can be created. This means that the shorthand in the lesson must be looked at, read, and studied until each outline has been reduced to its simple elements, fully understood, and fixed in the mind of the beginner.

3. Now he is ready to acquire the

movements which will create those strokes and combinations. I like the board best for this work.

Acquiring the Right Movements When all students are at the blackboards, they naturally swing the arms more easily and acquire a muscular development which facilitates better notebook writing. They have their defects discovered at once by the watchful teacher; their good strokes are seen and praised; they profit by what they do and by all the good things their classmates do. As the teacher dictates *k, gay, r, l, etc.*, they write; they gain confidence and write faster; they get the get-away stroke and they write faster still. They get speed in the first lesson—that's the point. No, the strokes will not all be properly proportioned at first; but the teacher is there to guide the students to see their own errors and to break bad habits before they become established. I like to keep the idea of speed in mind all the time, right from the first.

The old expression, "Get accuracy first and speed will come of itself later on," is only part true. It is just as easy to form habits of speed in the first lessons as it is to form habits which concentrate wholly on accuracy and let the students drop into ways of slowness which will require months of later work to remedy.

4. Notebook work may be sadly lacking in securing proper results if the only requirement be that the stu-

dent shall produce "five pages of practice notes," or so many lines of each exercise, or any other formal assignment. Line after line of

Notebook Work anything may be written with almost no value to the student unless he has the proper incentive to put value into it. This depends largely on the proper direction of the student's activities. The teacher must furnish the direction.

Yes, it's all right to have a "perfect mania for speed" right from the first! All conscientious teachers will take care of the matters of correct proportion, neatness of notes, suitable muscular movements, proper position of the student, his equipment, and all the little details to which we have all been giving so much attention for years; but the fundamental thing—that for which shorthand exists—has been too often neglected in all the early part of the training. That thing is SPEED! If one is going to write slowly, why not write in an abbreviated longhand? Speed we must have if our shorthand is to be of real value to us; and speed we must have from the first lessons if we are going to form the best habits at the best time.

5. The Manual does not give enough material in any one lesson to enable teachers and students to do justice to themselves; it is not ex-

Material pected to. The use of the *Speed Studies* from the very first, with much rapid blackboard work on the elementary drills, is a part of the student's work which is just as important as the Manual is. And then let him turn eagerly to the Gregg magazines and read, and read again, and then write the drills which belong to the lesson on which he has

been working. The magazines should be in the hands of the students from the first—recognized as a part of their daily study course.

6. The experienced teacher will find it quite possible to prepare additional drills in the form of dictation material to work up enthusiasm to a high pitch by giving it again and again until the students are able to say, "We took real dictation to-day at the rate of — words a minute!" There's something inspiring about it—something that will keep them right on their metal in an effort to excel—something that actually makes them feel the possibilities of shorthand from the beginning. It's about a thousand times as valuable as mere lists of words which represent principles.

7. Any teacher can carry out an exciting little contest daily, for a few minutes in class time, with students all at the boards some-

Wordsigns times, at their desks at other times, on the correct writing and reading of the wordsigns, always including the ones previously learned. Fifteen seconds is long enough for the writing of a column of wordsigns down the page when they are assigned for the first time. I always tell my students the length of time in which I expect them to write each column or group of wordsigns. So far as wordsigns are concerned, that is their assignment—no matter how many times they need to write them in order to accomplish it. Some will require much more practice than others, but until they know they can do it well in the required number of seconds, and read back perfectly, they themselves know they have not completed the preparation of that part of their assignment.

And they *can* do it! Young folks can and will do practically anything that is asked of them if they are sympathetically, enthusiastically, and interestingly given the right direction and incentive.

8. "To gain shorthand writing, you should read shorthand." This is not at all original with me, but I want to

Reading add my most hearty endorsement of it. I believe that the reading of a very large amount of correctly written shorthand is of at least as great importance as the writing of it, judged merely from the speed viewpoint.

9. The keys to rapid writing are the correct visualization of that which is to be reproduced; the

The Keys to Rapid Writing free and easy muscular movements which will enable rapid execution without undue fatigue; and the thorough knowledge of the principles on which the writing is based.

Visualization comes from the repeated seeing of the correct forms; the easy motion comes from the swinging habits, free from tensity of muscles, which were largely formed in the earliest lessons by much blackboard work; and the knowledge of principles has been almost automatically acquired by the student who has been led through his lessons by an inspiring teacher who has daily brought to him dictation material which he has not heard or seen before but which he *knows* he can take if he has made the proper use of the lessons over which he has passed.

Regardless of the system of shorthand to be used, I cannot see how maximum results can be secured by the use of the Manual alone. I am assuming that my audience is inter-

ested in Gregg Shorthand, and we all know that the wealth of printed material in that system will enable us to give from the very beginning the principles, the supplementary drills, the inspiring discussions of the author and his best writers, and the dictation which will do more to make real to the students the importance of their work than will anything else. A veritable hungering and thirsting after additional shorthand material must be created among the students. They will soon catch the spirit of conquest and will enjoy and use their magazines, their *Speed Studies*, and will really take the new dictation given them from the first. I cannot see that too much importance could be placed on the reading of correctly written shorthand. I could say the same concerning wordsign practice. By far the most of the words actually used in dictation are the simple ones for which we have wordsigns. To make them literally a part of ourselves—to conquer them—to know them and to know that we know them—these are our tasks, both as students and as teachers.

10. The shorthand writer's most important tools are words. He deals in words at all times, and of all kinds.

Vocabulary It is absolutely necessary that he know them in large numbers. To build a shorthand vocabulary is, then, his task. Let him realize this from the beginning and make his own shorthand dictionary from the first lesson, by adding to the words in the lessons all the new ones he can glean from his dictation or in any other way, these words to be kept in an attractive little notebook. Under the teacher's direction the student's dictionary, because of the personal ele-

ment entering into it, is worth much more than the printed one into which he rarely looks. That is a reference book; this, the one he made for himself, is the foundation on which he builds his own success. The words are his own—he has built them into his mental and muscular structure; he knows them, he loves them, he *uses* them! These little handmade dictionaries are among the best sources for daily reviews on words I was ever able to find—and I used them for years in all classes.

11. Words, however, are but the expression of ideas. Ideas are based on knowledge, and unless the student has

The Value of General Knowledge the general knowledge which will call into play a wide variety of words he will not be able to do himself justice in miscellaneous writing. It is easiest to secure high rates of speed on the old-fashioned business phraseology, but it is also the laziest and most useless way. Letter writing today is an art. It has undergone marvelous changes in the last few years. Letter writers are just beginning to realize the vast possibilities of the business communication. He who would truly represent the progressive business spirit of 1924 must have a broad, deep understanding of human nature, of business ethics as well as customs, of world affairs in general, of truly fine literature, and must know how to express himself in language which will vividly portray that knowledge. He is no longer content with the narrow limitations of former business language. He uses fine language, strong, virile, convincing—and it's all *words*.

And the stenographer must therefore know those same words if he is most

effectively to reproduce the dictator's ideas. Let him be ever so speedy on the commonplaces, if that is the limit of his ability he will instantly drop much below his usual speed in note-taking when confronted by dictation which is really worthy of the man. Therefore, he must know all these words before he completes his course—they must be a part of his training. How shall this be attained? It is not impossible. It is an easy matter for the teacher so to arrange her course of dictation that the students' cultural and vocational knowledge are increased at the same time. A knowledge of good literature has come to be a matter of real commercial value. Much ought to be said along this line but space will not allow it at this time. Such knowledge is reducible to dollars and cents and, aside from its cultural value, is daily becoming more truly a real necessity for the young person fitting himself for effective business life.

12. How shall all of this be accomplished? It would be useless of me to take your time in a recital of the

Mechanics of Speed Getting necessity of practice, practice, practice; in a discussion of how many pages of notes each student should produce a day; in whether to use pen or pencil; in how many months should be devoted to theory and how many to speed getting; to any of the mere mechanics of shorthand teaching. Conditions and students differ so greatly that there is no use making any hard and fast rules. Each teacher has his own problems to work out—he alone can solve them in the way best adapted to his needs. He must map out his course and follow it—BUT DO

(Concluded on page 183)

SCHOOL NEWS and PERSONAL NOTES

Found in the Editor's Mail

FRIENTS of Mr. P. L. Greenwood will be glad to learn of his recent promotion to the chairmanship of the Commercial Department in the Roosevelt High School, Minneapolis. This magazine joins them in extending hearty congratulations. For several years Mr. Greenwood has been associated with the South High School of Minneapolis.

* * *

An extension department is being organized this month at Bowling Green University, Bowling Green, Kentucky, to meet a demand for expansion of courses, and the University is announcing with pleasure this added service to commercial teachers and those training for the work. They have secured to take charge of the Extension Department Dr. A. J. Lynn, an instructor in the University of Chicago, a scholar of fine standing and wide experience. Dr. Lynn secured his first teacher-training at the State Normal School of Bowling Green, and is a graduate Bachelor of Commercial Science of Bowling Green Business University. To this degree he has added a bachelor's degree from Indiana University, a master's degree from the University of Toledo, and is to receive his Ph. D. from the Department of Political Economy at Chicago University this summer.

Dr. Lynn began his practical teaching in the public schools, where he served for eleven years, eight of which were in charge of commercial classes in high schools. He then taught part-time in Toledo University, and was later instructor of accounting at the

University of Wisconsin (during this time taking post-graduate work in economics), from where he went, as assistant, to the University of Chicago three years ago. For the past two years Dr. Lynn has been regular instructor at Chicago University, and lecturer on accounting, also, in the evening classes at Walton School of Commerce.

The new correspondence courses under Dr. Lynn's direction will offer practically every subject taught in the resident classes at Bowling Green University, and some courses of college rank beyond the school's present curriculum. Many high school and college credits can thus be earned at home, materially shortening the time necessary to complete the course at the University.

The announcement of this new extension work will be of great interest to teachers all over the country.

* * *

Teachers who were not able to attend the N. C. T. F. meeting at Chicago during the holidays, will be interested to know what happened at that BIG gathering. We are not able to get the complete report ready for this issue (it will be given in the February issue), but the results of the election of officers are available:

FEDERATION OFFICERS

President: Henry J. Holm, Gregg School, Chicago, Ill.
First Vice-President: Gilbert Dake, Soldan High School, St. Louis, Mo.
Second Vice-President: H. J. Fall, Fall's Business College, Nashville, Tenn.
Secretary: John Alfred White, Emerson High School, Gary, Ind.
Treasurer: C. A. Faust, 1024 N. Robey St., Chicago, Ill.

(Continued on page 183)

EDITORIAL COMMENT

Books As Tools

DR. JOHN L. TILDSLEY, District Superintendent (New York City) in charge of the high school division, in his report which forms a part of the report of the High School Survey Committee, makes some suggestions that are sure to take hold of the intelligence of all teachers. Among other things he says:

I am of the opinion that some studies are essentially social in character, and that the pupil gains most from them when a large portion of the time available is devoted to group exercises. Other subjects are individual and only a small percentage of time in such cases should be devoted to classroom work. In these subjects the pupil should be assigned a certain amount of work to do over a certain period of time and he should then carry out the work by himself with the privilege, of course, of calling on the teacher for assistance whenever he needs it.

Dr. Tildsley cited Civics, History, and English, where the latter is concerned with literary appreciation, as examples of social studies, the outstanding individual subjects, including mathematics and composition, with such subjects as typewriting and penmanship—and he might have included shorthand. He goes on to say that in Algebra, for example, a student should be given a certain assignment and allowed to work on it until he gets stuck. He would be told that he could find the teacher at a certain place whenever he needed help and there would then be recitations and class demonstrations every two weeks, perhaps. Under this system a teacher would have an office where he could be consulted instead of a classroom.

"Recitations," he said, "exist for the demonstration of principles and for the exchange of opinion. Of what particular value are they in a subject such as mathematics, in which opinion is of very little moment, and in which all necessary demonstrations can be taken care of at periods far less frequent than the usual recitation schedule demands.

"The same principle applies to composition. Here the principal function of recitations is to create an atmosphere which will make the pupils want to write. Once that is done they can best work by themselves, going to the teacher only for individual advice.

"The great defect in our educational system is that it does not train a person to work independently. The average college graduate even is accustomed just to sit at somebody's feet and take things in. He isn't trained to take hold of a piece of work, of research, and follow it through independently. He does not learn to use his books as tools. A suitable treatment of the studies classed as individual, by giving an increased opportunity for individual initiative would."

Every teacher of shorthand will recognize at once how practically Dr. Tildsley's theory applies to the study of shorthand and typewriting. They will also recognize that this is a form of instruction that has been used with great success in the private commercial school where the class group is variable, a mere classification. It is often not a very important factor. The individual is the unit. The instruction

in shorthand—at least in the theoretical part of it—is quite similar to instruction in mathematics. The theory is not a matter of opinion but of fact. In both shorthand and typewriting what the student takes away with him is largely an individual matter, and a major part of the instruction may be carried along with advantage by the method suggested by Dr. Tildsley. Experiments in harmony with his theory have been carried out most successfully in Winnetka, Illinois.* The great advantage of such a plan as Dr. Tildsley suggests is that it conforms to actual conditions in life. The business worker is part of a team, but at the same time a very large part of his contribution to the success of the team is *individual*. He must be able to find the answer to his problem himself—and know that the answer is right.

+ + +

Putting Grammar to Work

TO tell the average student that someone has made a real *book* out of a grammar-book seems almost equivalent to telling him that someone has made a silk purse out of a sow's ear! The chances are that that is the way he will take it, anyway.

The grammar-book has for so long been a schoolday ogre that it is difficult to imagine its turning over a new leaf, so to speak.

Yet that is just what is achieved by "Sixty Units in Business English," written by Harold S. Brown, A.B., and published recently by the Gregg Publishing Company. This is no dry-as-dust grammar-book. On the contrary, it is "live"; it is vital; it is

packed with interest from cover to cover.

And it "gets there."

Its purpose is to train the business letter writer, and it tells of business letter writing "from the ground up." Nor is there any tedious, weary working through verbal formations and analyses and word drills before the meat arrives. Mr. Brown is by way of being a psychologist, as well as being a master of the subjects of good English and good letter writing; and so, looking into the heart of the student, he has made an inviting sandwich with the bread of grammar and the juicy meat of literary business work.

He doesn't divide speech into parts—that familiar trick of the old grammar-books; a trick which killed interest stone dead, right at the start. He divides the business letter itself into parts, and he makes that business letter so interesting that the student hardly wakes up to the fact that he is learning grammar until he has learned it, thoroughly!

There was room on the market for such a work—it has been needed for years. It is, indeed, difficult to say in how far the dryness of the old grammar-books is responsible for the present poorness of the average stenographer's or clerk's grammar, spelling, and punctuation. A subject has got to grip first, if it is to be assimilated. Interest must call to intellect if intellect is to do the work required of it.

So that employers really owe a debt of gratitude to Mr. Brown, for employers are ever in need of intelligent assistants; there is an ever-growing demand for stenographers and office helpers who can draft a business letter "on their own." There is an ever-growing (Concluded on page 183)

*This will be reviewed in another number.

Quizzes on the Manual Lessons

By W. W. Lewis

Head of Theory Department, Gregg School, Chicago

LESSON XVII

1. Write in shorthand words illustrating the suffixes:
ingly, bility, hood, icle, itis.

2. What suffixes of this lesson may be joined, and when?

3. Write in shorthand the following:

Farmington, Cunningham, qualification, cablegram, pilgrim, fundamental, ownership, reward, manipulate, Stonington, Bellingham, jollification, parallelogram, megrim, rudimental, censorship, wayward, simulate, shoreward, monitorship.

4. Write in shorthand the following:

sparingly, miracle, neuritis, saithood, windward, visibility, sacramental, Nottingham, Wilmington, pacification, trusteeship, stewardship, stimulator, pilgrimage, inoculation, granulated, coward, Lexington, bronchitis, insensibility.

5. Write in shorthand the following:

Affability is a desirable qualification in business. The interest on those notes is cumulative. The Evening Chronicle printed a review of the musicale given at the neighborhood theatre. I cannot see the advisability of your sending that cablegram. A scholarship was offered as a reward for the best series of articles on technical subjects. A bomb was dropped from the airship on the warship. It was a mortification to have you go so unwillingly. There is little likelihood of a partnership being formed.

LESSON XVIII

1. Write in shorthand words illustrating the suffixes:
-rity, -tic, -ntic, ograph, -city.

2. Write in shorthand the following:

nativity, sublimity, utility, energetically, calligraph, telegraphy, geologist, theological, domestic, objectivity, scholastic, pathology, bacteriologist, characteristically, diagram, aesthetic, lineality, indemnity, levity, insanity.

3. What suffixes of this lesson may be joined?

4. Write in shorthand the following:

linguistic, legality, irregularity, holographic, gigantically, lymphatic, incapacity, dietograph, analytically, ornithologist, typography, pendants, photographic, vanity, cavity, egotistical, etymology, lunatic, biographical, epigraph.

5. Write in shorthand the following:

The stenographer should drill thoroughly on phonetics. Arrange these papers chronologically, not alphabetically. The brevity of his letter did not detract from its dignity. Statistics on mortality show that longevity is increasing. I have the authority of the famous philologist for this grammatical construction. Journalistic publicity disclosed his complicity in the political transaction. Any question as to his integrity will be received with incredulity. These elastic bands are of domestic manufacture.

LESSON XIX

1. What are the *four* divisions of advanced phrase writing?
2. Illustrate the principle of intersection by writing in shorthand and long-hand *ten* phrases involving the principle.
3. Write in shorthand the following:

in order to judge, on the subject, I would like to know, bill of particulars, in such a manner, on account of the way, in the market, kindly let me know, do you mean to say, sooner or later, as the case may be, any length of time, at this end of the line, I desire to say, free of charge, I am in a position, giving the, let us hear from you, on account of these, sufficient length of time.

4. Write in shorthand phrases illustrating the modification of the following words:

week, few, ago, possible, early, sorry, esteemed, beg, mail, course, fact, sure, please, present, class, order, holder, avenue, company, department.

5. Write in shorthand the following:

The Credit Department advises that for the time being we deal with this firm only on a C. O. D. basis. Of course it is a well-known fact here that this transportation company does a large business in the city of Chicago, and vicinity. We are sorry to report that it is only a question of time before the market price will be twice as much as it is at the present time. You are aware of the fact that sooner or later the Board of Directors will have to put this stock on the market. You may be sure that your order will reach you in first-class condition at as early a date as possible.

LESSON XX

1. Write in shorthand all the initials.
2. Write in shorthand cities illustrating:
burg, port, ville, field, fort, ford.
3. Illustrate the distinction between *ton* and *town*.
4. Write in shorthand and show the distinction in the following:
eminent, imminent, return, writ, election, illusion, nameless, nail, fable, favorable.
5. Write in shorthand the following:
boycott, Lehigh, extensive, atonement, ich, payee, daily, northwest quarter, southeastern, contingency, State of Missouri, Memphis, Tennessee, A. C. Rhodes, Grand Rapids, Michigan, Rockland, Milwaukee, Syracuse, New Haven, Newark, Fall River.
6. Write in shorthand the following:
We are planning to take a trip from Buffalo, New York, to Duluth, Minnesota, stopping at Cleveland, Ohio, and Detroit, Michigan. On our eastern trip we plan to visit Philadelphia, Pennsylvania, Baltimore, Maryland, Newark and Jersey City, New Jersey, Providence and Newport, Rhode Island, and Rochester, New York. When we take a western trip we shall pass through Kansas City, stopping at Denver, Colorado, and Salt Lake City, Utah. In California we shall visit Los Angeles, San Francisco, and Oakland. In Oregon we shall stop at Portland, and in Washington at Seattle.

7. Write in shorthand the following:

A partial list of the passengers who saw the accident and who could corroborate the statement of the defendant was prepared by the attorney. Just before the election the Democratic candidate for the legislature withdrew from the race. I am thankful to be a citizen of the United States. The plaintiff considered that the Court made an arbitrary ruling. The architect was anxious that his plans for the new church on the boulevard should receive the approval of the congregation.

8. Write in shorthand the following:

among, bankrupt, civil, count, demoralize, support, engage, fulfill, generation, hitherto, introduction, jurisdiction, litigation, modern, negligence, operation, practice, enormous, qualify, refuse, salesman, thankful, unusual, variety, wholesale.

(To be continued next month)



<p>"DIOGENES LOOKS FOR A SECRETARY"</p> <p>A PLAY IN TWO ACTS</p> <p>Presented by</p> <p>D. H. S. Shorthand and Typewriting Efficiency Club</p> <p>Directed by</p> <p>Miss Terese Diffley</p> <p>Officers</p> <p>Herville———President Sadie Kally——Vice-President Bonnie Doyle——Secretary Grace French——Treasurer</p>	<p>The purpose of the D. H. S. Shorthand and Typing Efficiency Club</p> <p>Grace Francis</p> <p>Presentation of Madals</p> <p>Mr. Will Wiley</p> <p>Present-Day Tendencies in Employment</p> <p>Mr. D. S. Tatro</p> <p>Choosing a Vocation——Mr. F. E. Abrahamson</p> <p>PROLOGUE</p> <p>Diogenes has been looking for a Secretary for months. Now his eyes grow filmy and his bones begin to creak, looking for that seventh wonder of the world—the perfect secretary. It is a thankless task. The last candidate his employer has called him a "niner-old dumbell"; and then caused him to watch out for the squirrel; and still another has advised him to buy a nice little lot and settle down.</p> <p>ACT 1 Out-side office of the President of Tatro Automobile Corporation.</p> <p>ACT 13 Some office, two years later.</p> <p>CAST OF CHARACTERS</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>The Boss——</td> <td>Guy Photoplaces</td> </tr> <tr> <td>Jim (the office boy)——</td> <td>Douglas Tatro</td> </tr> <tr> <td>Miss Burns (stenographer)——</td> <td>Virginia Doyle</td> </tr> <tr> <td>Miss Cervine (stenographer)——</td> <td>Sadie Kally</td> </tr> <tr> <td>Stacy Smith (file clerk)——</td> <td>Dale Butler</td> </tr> <tr> <td>First Applicant——</td> <td>Wilm Turall</td> </tr> <tr> <td>Second Applicant——</td> <td>Bonnie Doyle</td> </tr> <tr> <td>Third Applicant——</td> <td>Marguerite Hill</td> </tr> <tr> <td>Jewis (office girl)——</td> <td>Ardis Colman</td> </tr> </table>	The Boss——	Guy Photoplaces	Jim (the office boy)——	Douglas Tatro	Miss Burns (stenographer)——	Virginia Doyle	Miss Cervine (stenographer)——	Sadie Kally	Stacy Smith (file clerk)——	Dale Butler	First Applicant——	Wilm Turall	Second Applicant——	Bonnie Doyle	Third Applicant——	Marguerite Hill	Jewis (office girl)——	Ardis Colman
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Jewis (office girl)——	Ardis Colman																		

(See article opposite)

PROGRAM PRESENTED BY
MEMBERS OF THE DALLES
(OREGON) HIGH SCHOOL
EFFICIENCY CLUB

PAGES
TWO
AND
THREE

What Schools Are Doing With Commercial Clubs

By Florence E. Ulrich

Editor, Art and Credentials Department of THE GREGG WRITER

WE have been planning for several months to give our readers the pleasure and benefit to be derived from the many stimulating letters that have come to our desk in response to an article that appeared sometime ago in the *American Shorthand Teacher* on "The How and Why of an O. G. A. Club." If the hearty and enthusiastic response counts for anything, we are justified in assuming that the idea is not only meeting with favor, but with the enthusiastic support of the teachers, who feel the need of this one thing to bind the students together for better team-play in the schoolroom, and beget the interest and coöperation of the stenographers already reaping the harvest of their commercial training in the business world.

Among the many pleasurable and helpful letters that have come to our desk is that of Miss Teresa F. Diffley, The Dalles High School, The Dalles, Oregon. She writes:

"I am inclosing a copy of our commercial program that was given here last Thursday. I thought perhaps you would be interested to know that we successfully staged 'Diogenes Looks for a Secretary,' from the September *Gregg Writer*. Our program was especially good, and this two-act play made a real 'hit.'

"Another interesting feature of our program was the giving out of all awards won this semester. Our superintendent, Mr. Will Wiley, present-

ed the medals. He also gave a very interesting talk on the work that has been done in our Stenographic Department. He is very much pleased with our work this semester, as we stand first in the state of Oregon in the winning of Remington gold medals. We won six Remington gold medals, one Remington card case, eight Underwood medals, two Smith silver medals, and two Smith bronze medals. In addition to the medals, we won thirty-six certificates.

"This assembly was under the auspices of The Dalles High School Shorthand and Typewriting Efficiency Club, which I recently organized. The officers were chosen according to their speed, through a series of five speed tests. The student making the highest net average was elected president; the next highest, vice-president; the third, secretary; and the fourth, treasurer. The four ranking next highest were elected members of the Board of Control.

"The main object of the club is the development of speed and accuracy in shorthand and typewriting. I consider this a very effective way of organizing a club of this kind, as it ranks the student with the greatest ability at the top, and serves as a stimulus to students of lesser ability."

With Miss Diffley's interesting letter came a list of the students who won medals, with their average net speed. It was especially interesting to note not only that thirteen of them



THE SCRIBBLERS OF MISHAWAKA, INDIANA, HIGH SCHOOL

Beginning with the top row, left: Pauline Christianson, Harold Johnson, Alberta Ditsch, Ferdinand Martens, Milton Johnson, Dorothy Stearns, Harriet Crum, president, and Marie Zones. *Second row:* Irma Quick, Margaret Denton, Martha Dielman, Florence Daniels, Esther Palmer, Dorothy Moneysmith, and Monettes Lowman. *Third row:* Catherine Simshouser, Etta Marks, Delia Haddix, Miss Perle Marie Parvis (teacher), Rose Feldman, Gladys Minzey, and Margaret Tripple.



Constitution of the Scribblers

We, the students of the advanced shorthand class, in order to promote general welfare, and to strive to become more efficient and learned in the art of shorthand, and to secure a broader aspect of business life in general, do ordain and establish this constitution of the SCRIBBLERS:

SECTION 1.

1. All legislative power shall be given to a committee of governors which shall consist of:

The president

The vice-president

The secretary and treasurer

Two representative members of the organization not holding any other office in the club.

ARTICLE I

(Continued on page 176)

wrote more than fifty words a minute, but that two had a speed of seventy or more net words a minute. It is additional proof that higher speeds are possible in the short life of schoolroom training, if there is proper co-operation between teacher and students. The program is being reproduced on page 172 for those who care to see how it was arranged.

There is a particularly tasty appeal in the letter that came from Miss Perle Marie Parvis, Mishawaka High School, Mishawaka, Indiana:

"Under separate cover I am sending you our club picture. Along with it, I am sending you a copy of the Scribblers' constitution, and from that you can get an idea of our work. Our club has been organized less than two months, and in that time we have had our Scribblers' Banquet, which was the initial meeting of the club. I am sending you a program of that banquet. Our special guests at the banquet were the principal and his wife. We have had various peanut cluster sales, and one school luncheon, and have realized something from them.

"A book agent inquired for someone to do some typewriting on advertising lists, and our club members did this for the sum of \$20. We have done two jobs on mimeographing for business men, which netted us \$15. I think our biggest thing was the Scribblers' Scramble, March 16th, at the High School auditorium. It consisted of a vaudeville and dance. The proceeds from this added \$20 to our treasury. We charged only twenty-five cents for the whole evening, paid for a five-piece orchestra and favors, and had as many people as we could possibly take care of. We now have

more than \$60 in our treasury and expect to have a few more candy sales to increase the fund.

"I shall be glad to give any teacher my recipe for peanut cluster, which really goes like hot cakes around here, and also give them any idea that I may have or have carried out in our Scribblers' Scramble.

"You will understand that all this takes work, but I find students very much interested in club work, and very loyal. The enjoyment that I have had from my work with the students really has repaid me for the time spent.

"The Mishawaka High School curriculum has only one year of typewriting and two years of shorthand. It is a small school, and heretofore only two classes in shorthand have been offered at the same time; that is, a beginner's class, and a dictation class. So we have had our difficulties in meeting the requirements for the state shorthand and typewriting contests at Muncie. However, we entered one team of three in the one-hundred-word test, and paid all expenses of this trip and still have a sum that may be used as a nucleus for next year's club activities."

A picture of the Scribblers of Mishawaka, together with a copy of their constitution you will have noticed on page 174. Possibly some of you teachers will want to avail yourselves of the generous offers of Miss Parvis to secure her recipe for peanut clusters.

Miss Annie Cooper, instructor in the High School at St. Anthony, Idaho, in a letter telling about the work in her club, writes:

"A short time ago you asked, through the columns of the *American Shorthand Teacher*, that we write you

SECTION 2.

1. The committee of governors shall be chosen each semester by the students of the organization.
2. To be a member of this committee a grade of 85 must have been reached.
3. Levies shall be made, not to exceed 25 cents for each member from time to time as there is need for funds.
4. No levy shall be made without the consent of the teacher in charge.
5. In case of any vacancy on this committee, an eligible member may be appointed by the president, with the consent of the teacher in charge, to fill that office until such time as will be convenient to hold an election.

SECTION 3.

1. If for any specified reason the president is absent, the vice-president shall act as chairman of the committee.
2. The committee shall decide its own methods of procedure and, with two-thirds consent of the members of the organization, fine or expel any member for disorder or misdemeanor.
3. The committee shall meet at least two times a semester.
4. A business meeting shall be held in the evening on the first and third Tuesday of every month.

SECTION 4.

1. The committee shall appoint a scribe and keep a journal of all proceedings, and this journal is to be open to all members of the organization, except those parts which may require secrecy.

SECTION 5.

- The duties of the committee of governors shall be:
1. To lay and collect levies to provide for general welfare, but all levies must be the same to all members of the organization.
 2. To make rules for the regulation and government of the organization.
 3. To call any special meeting, at any time, if necessary.
 4. To make plans for any social affair which shall, however, be subject to the approval of a majority of the members of the entire organization.
 5. With the approval of two-thirds of the entire membership of the organization, to make amendments to the constitution.

SECTION 6.

1. No law or regulation of the committee shall be contrary to any clause, section, or amendment of this constitution.

SECTION 1.**ARTICLE II**

1. The executive power shall be given to the president.
2. The president may be either a boy or girl.
3. Before entering their office, the president, vice-president, and secretary and treasurer shall severally take the following oath:
"I do solemnly swear that I will faithfully execute the office and will, to the best of my ability, preserve, protect and defend the Constitution of this organization."

SECTION 2.

1. The president shall not be impeached or removed except by a member of the faculty.

SECTION 1.**ARTICLE III**

1. All legislative powers are subject to veto or alteration by the teacher over said students.

concerning any club work we have done this year. We have had a club consisting of the members of the various shorthand classes, and any stenographers in town who wish to join. Wednesday night has been the evening for club meetings. We have not read much outside of the *Gregg Writer*, because we have had to miss some of the meetings. Now we are planning a program to be given in April. I am inclosing a copy of the program.

COMMERCIAL PROGRAM

April 4, 1923, 7.45 o'clock

Ten-Minute Typewriting Contest—
Unclassified Students and Outsiders
Ten-Minute Typewriting Contest—
First and Second-Year Students
100-Word Written Spelling Test—
Kiwanians, Teachers, and
High School Students

Spelldown—Kiwanian vs. High School
Team.

Two-Act Play, "Diogenes Looks for a
Secretary"

Diogenes	Park Soule
The Boss	Reuben Bauer
Jimmy (the office boy)	Harry Douglass
Miss Devine (stenographer)	Lila Johnson
Miss Corliss (stenographer)	Evelyn Jacobs
Stacy Smith (file clerk)	Bernard Henrichs
First Applicant	Rolla Birch
Second Applicant	Vivian Welker
Third Applicant	Carrie Ziemer
Marie (office girl)	Iva Hackworth

At last the Boss has found a reliable secretary. Come to the High School Auditorium and find out who is it.

35c admission.

"You will notice that the play we are giving is the one that was published in the September *Gregg Writer*. After this program is over, we plan to use part of our evenings for dictation, instead of reading all of the time. We are doing this, because some of the stenographers in town are interested in knowing at just what rate of speed they can take dictation. In the office, of course, they have no op-

portunity of being timed. We may also spend a little time taking type-writing speed tests.

"We find this club very interesting, especially the reading of stories like Ann Lee—Peacemaker."

Reading this letter recalls to our minds an advertisement that appeared in the *Chicago Tribune* the other day, pointing out that there were 564,000 women stenographers in this country. How many of that number ever get together for the exchange of ideas? We do not hear of Stenographers' Conventions, as we do of Reporters' Conventions, Bankers' Conventions, Lawyers' Conventions, Doctors' Conventions, and yet what a splendid army of stenographers could be marshalled and motivated to do a splendid work for the future betterment of the workers themselves in the stenographic field. We know that some of the stenographers have conceived the idea of having such an organization, because they have written to us about it, but so far no plans have been formulated for it, and so long as the idea "hangs fire" so long will they themselves lose the pleasure and benefit that comes from the "give and take" of accumulated experiences. The thought comes to us that possibly the teachers, many of whom now have organized commercial clubs, are to be the good Samaritans who will eventually bring about a national shorthand or stenographers' organization.

Miss Lora Goodwin, teacher in the George W. Brackenridge High School, San Antonio, Texas, wrote:

"I was almost sorry that I had given up my advanced classes, so that I might have had an O. G. A. club this semester. We have all our literary clubs after school. I am planning next year to organize an O. G. A.

Club, and once every six weeks I will have a meeting at night, when the graduates and the pupils who are now at work can come back to visit us. I have tried picnics to keep in touch with my girls after they finish, but I think your plan will be so much better.

"I like so much the idea of contests that one teacher used in typewriting. I used them very successfully in my shorthand classes last semester. I gave a few tests to find out pupils of about the same ability. Each pupil then had a rival of about his own ability. The pupils who lost took the winners to one of the school plays. We had a matinee party. I never have had such excellent results in mastering wordsigns, the thousand commonest words, phrases, et cetera, that we must review in the advanced classes.

"I do hope we can have more plans that commercial teachers are finding especially helpful and interesting."

It is evident from these letters that, while most of the organizers have the same ideals and ambitions, they do not function in exactly the same way. That is good. Because what will appeal to one community would not necessarily appeal to another. Two ideas are universally paramount: First, better coöperation. Second, greater efficiency. This idea of bringing back to the classroom the young folks who have already gone out into the business world establishes a warmer relationship between stenographers, and furnishes a bond of sympathy and helpfulness that must be beneficial. The knowledge and experience that these folks have gleaned will be especially helpful to the young students who are not yet ready to venture out. By this contact teachers may learn of vacancies in which to place their students. They will learn of the require-

ments of and demands upon their students and can fit them accordingly. This is of vital importance to the teacher and the school, as well as to the students, because it makes more effective the placement bureau and makes easier the contact with business men and business opportunities.

Mr. B. C. Forbes very aptly says:

"Unless you are a teamworker you are little likely to succeed under modern conditions. Civilization is built on teamwork—is teamwork."

The business men in a community, I think you will find, feel deeply appreciative of the opportunity of talking to the club. It gives them an opportunity of "getting off their chests" their ideas as to their needs and what they want in a business helper. And by all means, get hold of your city editor and have him give you a talk occasionally, and you may find (if we know anything about editors!) that this will get you a nice little write-up of your club activities in the daily paper. Round table discussions may be a feature of one of the meetings during the month, in which all present may take part. This "give and take" of ideas enables the teacher to learn of the positions that are open, or will be open, in which her students may be placed. It gives her the opportunity of learning the requirements of these positions and fitting her students accordingly—a valuable asset to the school and a helpful service to the student. These talks and discussions with experienced stenographers and addresses of business men will give teachers and students alike a knowledge approximately as valuable as experience. Stenographers themselves will be helped to develop personality and the ability to express themselves well. They (*Continued on page 182*)

An Experiment to Establish Definite Standards for the Guidance of Teachers in Organizing Courses in Elementary Shorthand

Initiated and Conducted Under the Supervision of

Frances Effinger-Raymond and Elizabeth Starbuck Adams
Wellesley, B. A., Columbia, M. A.

(Continued from the December issue)

THE total number of papers given a score on Test Three was 804. The median error score was 38. Twenty-five per cent, **Report on Test Three** the superior group, scored from 2 errors to 24 errors, and there was a perceptible lessening in the number making large totals of errors. The range of distribution is not so

great. This is probably due to two causes. The weaker students who were manifestly unfit for shorthand had, by this time, dropped out of the classes, while other weak students had become stronger. The second cause for this growing uniformity is due to the fact that several classes that made a mediocre showing failed to send in papers for this test.

Elementary Shorthand—Diagnostic Test Three

Based on Gregg Shorthand Manual Lessons 8-10

PART I—WORD LIST

(Read down. Do not mention grouping to illustrate theory.)

55-a	56	58-a	61-65	66-67
murmur	cheers	turn	improved	success
urge	dares	surface	customer	magazine
tartar	fingers	surprise	acquainted	abbreviate
heartily	owners	nervous	remarked	privilege
55-b	shares	argue	collected	outrageous
guarantee	hammers	58-b	insured	necessary
courtesy	57	.indorse	worker	opportunity
martyr	surname	absorb	publisher	afternoon
billiard	surgeon	orchestra	directory	discount
55-c, d	search	orphan	devoted	financial
pardon	concern	retort	educator	father
charter	third	58-c	obligatory	balance
farmer	insert	warn	boundary	appreciate
burden		worthy	checked	knowledge
journey		worse	effected	original
		worry	firmer	ordinary
			stranger	possible
			recorder	

(74)

TIME FOR DICTATION _____ min. _____ sec.

**A BOOK OF IDEAS
NEWS AND DICTATION MATERIAL**

**Bound Volume III of the
AMERICAN SHORTHAND TEACHER**

September, 1921 to August, 1922

All the valuable teaching articles and material printed during the year in the **American Shorthand Teacher**; the school and convention notes of the year; as well as hundreds of pages of dictation matter collated and counted—can now be secured in one book.

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Bound in Cloth, 458 pages*

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Your name will be printed in gold on the cover if twenty-five cents extra is added to your remittance in ordering.

PART II—ONE-PARAGRAPH LETTER

(Read slowly to class before dictating. Indicate punctuation. In dictating approximate two minutes. Check actual time taken.)

Gentlemen:

We have received your letter of May 15 inclosing | a check for \$25.50. We accept your order of May | 6 in accordance with the arrangement made with our agent, | Mr. George Smith. When the goods arrive, if the quality | of the merchandise is not satisfactory and as represented, you | may return it to us at once. In case of | such return we will give you credit for the correct | amount. We have absolute faith in our goods and we | are willing to stand behind them to this extent.

Yours | very truly,

TIME FOR DICTATION.....min.....sec.

For the phrase *at once*, if you have not taught it, substitute *immediately*. We checked this phrase carefully, not counting

Correc- it an er-
tions r or if
written
out in full; like-
wise with the
word *amount* if
written in full.
When the final
t was written in
extent this was
not called an er-
ror either. In
many cases the

transcription was correct in spite of incorrect shorthand, showing that at this stage of development, it is desirable to scrutinize the shorthand rather than the transcription. The emphasis must be on correct technique of writing shorthand, just as we emphasize correct technique in elementary typing rather than correct copy.

Test Three Scores

TABLE III-A

(Based on 60 sets of papers)

UNIT OF MANUAL SCORE LESSONS 7-10	MINIMUM	MEDIAN	RANGE OF 25% SUPERIOR GROUP
No. of recitations ... 48	75		48-66
(Lessons 1-10)			
Word dictation.....3'10"	6'3"		3'10"-5'
Sentence dictation...1'30"	2'15"		1'30"-2'5"
Lower error score.... 2	13		2-9
Median error score... 17	36		17-30

Study the tables given here as you have the previous ones.

TABLE III-B

(Superior records of achievement to be considered as Standard)

NUMBER CLASS PAPERS IN SET	LOW ERROR SCORE	MEDIAN ERROR SCORE	RATE DICTATION WORDS	RATE DICTATION SENTENCES	NUMBER OF REC- ITATIONS
1.	12	7	17	9'	2'32"
2.	10	■	19	8'	4'
3.	4	13	19	6'2"	3'
4.	20	2	20	6'	2'
5.	7	17	22	5'30"	1'30"
6.	12	14	23	3'50"	2'15"
7.	5	15	24	4'20"	2'30"
8.	14	13	25
9.	11	18	26	3'10"	2'15"
10.	9	■	27	3'20"	1'40"
11.	4	12	28	5'20"	2'40"
12.	40	4	29	7'	3'
13.	8	2	29	5'	2'
14.	22	0	30	4'45"	2'35"
15.	13	11	30	6'25"	2'25"

Obviously it is not worth a teacher's time to do intensive correction and analysis very often, but even as the business man, to avoid

Comments waste and leaks, must check up on his business at intervals, so is it wise for the teacher of beginning shorthand to spend a few hours at certain intervals in finding just where her students stand. To use these first three tests to the best advantage, follow the various lines of procedure suggested. If you wish to use them as training material as well, follow some such program as this: Give a test, being sure to allow at least twenty minutes for transcript—if necessary postponing the transcription to the following day.

(To be continued next month)

Pupils exchange papers. Write correct outline on board. Pupils mark errors with *small, neat* check. Follow same procedure with transcription. Get totals, counting only one error to word (see directions). Make record for class.

Two days later, dictate word test again, reversing the order of the word list and omitting the sentences. No transcription necessary this time. Check errors in shorthand. Any errors found are serious, as significant of deeply-rooted *wrong* tendency, and must receive immediate attention. Individual corrective work should be assigned from "Word and Sentence Drills" (Markett).



What Schools Are Doing With Commercial Clubs

(Continued from page 178)

will also be materially helped to increase their shorthand and typewriting efficiency.

One stenographer writes:

"I enjoy so much the Gregg Writer Club in our town, because it serves as a link to connect me with the other members of the stenographic profession. Just now we are furnishing a library. We plan to have all the publications of our profession, as fast as our little organization will permit us to purchase them."

We find many stenographers interested in local clubs. Mr. Alwin H. Coleman, Okmulgee, Oklahoma, writes:

"Any information you can give me in regard to organizing a Gregg Club of Stenographers for social entertain-

ment and also for lifting the standard of the stenographer's work and personality, will be appreciated."

These suggestions are made merely to start a train of thought in the minds of those of you who may be interested. A great deal of work at the present time is being done along this line, by teachers who have organized clubs. In some communities where teachers have not undertaken clubs, the stenographers themselves have organized and are conducting them. It all helps to carry the good work along.

We invite, most cordially, our readers and those who are interested in this work to write to us outlining your activities, and if you have pictures and programs, send them along. If you think our suggestions will help you, tell us your problems.

The Attainment of Speed

(Concluded from page 166)

YOU? Having actually made your plan, do you follow it? The teacher's ideal is just as necessary and probably more so than the student's. Do we sometimes allow ourselves to be swerved from the goal we have set out to attain—that of producing first-class shorthand writers in a certain time? Having planned our work, let us persist in working our plans.

Leaving the mechanical features to each one's own planning, I would like once more to stress:

1. Absolute knowledge of the theory, and memorization of the forms.
2. Correct visualization before the characters are written at all.
3. Ease of movement.
4. Rapid—very rapid—work from the first lesson.
5. Variety of material.
6. Dictation from the very beginning.
7. Skill in writing the wordsigns.
8. The building of a vocabulary which will stand the test of practical use. THESE, IN MY ESTIMATION, ARE THE FACTORS IN THE ATTAINMENT OF SHORTHAND SPEED.



Putting Grammar to Work

(Concluded from page 169)

demand—but, so far, the supply has never equalled the demand.

It will be interesting to see Mr. Brown's new book revolutionizing this state of affairs. It will be interesting to note how those intellects take hold of this new—and exciting—"Sixty Units in Business English."

School News and Personal Notes

(Continued from page 167)

EXECUTIVE COMMITTEE

Henry J. Holm, Gregg School, Chicago, Ill.
Daniel W. McMillan, Southwestern High School, Detroit, Mich.
Ivan E. Chapman, Principal Western High School, Detroit, Mich.
Chas. T. Smith, Kansas City Business College, Kansas City, Mo.

PRIVATE SCHOOLS DEPARTMENT

President: W. M. Dowden, Lansing Business University, Lansing, Mich.
Vice-President: A. L. Walters, Littleford School, Cincinnati, Ohio
Secretary: Mary Gallagher, Brown's Business College, Kankakee, Ill.

PUBLIC SCHOOLS DEPARTMENT

President: Frank J. Kirker, Junior College, Kansas City, Mo.
Vice-President: D. C. Hilling, Manual Training High School, Peoria, Ill.
Secretary-Treasurer: Mrs. Modesta M. Barton, West High School, Des Moines

BUSINESS ROUND TABLE

Chairman: Jay W. Miller, University of Minnesota, Minneapolis, Minn.
Vice-Chairman: B. L. Vass, Jackson Business University, Jackson, Mich.
Secretary: Bruce Gates, Waterloo Business College, Waterloo, Iowa

SHORTHAND ROUND TABLE

Chairman: C. A. Balcomb, Michigan Business and Normal College, Battle Creek
Vice-Chairman: Jane E. Clem, State Normal School, Whitewater, Wis.
Secretary: Rutheda Hunt, Evanston Township High School, Evanston, Ill.

Louisville was chosen as the meeting place for the 1924 convention.

* * *

Bay Path Institute has recently taken over the Tiffin's Business Institute of Keene, New Hampshire, which has been in operation for twenty-seven years. The school will be run as a branch of Bay Path Institute, under the name of Keene Business Institute.

Mr. John A. Murray, a Bay Path graduate, will be in charge of the school, assisted by other graduates of the Bay Path Normal division.

Bay Path Institute now has two branches, one in Brattleboro, Vermont, and the other in Keene, N. H.

DICTATION MATERIAL



to Shorthand Plates in
The GREGG WRITER

The Clearing House and The Emergency

A previous article on this series concerned itself with the place of the Clearing House in community life as a continuous though unobtrusive factor for good. Reference was made therein to the fact that whenever a crisis in financial affairs occurs it is always the Clearing House from which the community expects the solution to come. And the Clearing House has never failed the people.

As an example it is permissible to refer to the¹⁸ case of the three Walsh institutions and to the action of the Clearing House Association at that time. Let one of Chicago's leading bankers, an¹⁸ ex-president of the Clearing House, tell the story:

"On a Saturday in December, 1905, the Clearing House Committee was confronted with a¹⁸ serious condition of affairs, involving the fate of three banks that were under the control of one management—a national bank, a savings bank and¹⁸ a trust company—all of which were in serious difficulty.

"After sessions covering a good part of two days the Clearing House Committee on Sunday¹⁸ realized the importance of calling together all of the members of the Clearing House Association, and at two o'clock Monday morning the Clearing House banks¹⁸ of Chicago agreed to pay off the depositors of those three institutions. The Clearing House banks took over the assets and assumed the task of¹⁸ paying about \$20,000,000, so that all of the depositors were paid on Monday morning, or at least as soon

as they presented their¹⁸ books they got their money.

"The Clearing House banks assumed the payment of this large sum of money in order to avert a general disturbance¹⁸ which might ultimately involve the entire business community. The member banks that assumed this obligation will never be repaid in full."

By this aggressive and¹⁸ public-spirited action a financial calamity was averted which would certainly have shaken the entire business structure of Chicago, if indeed its effects were not¹⁸ felt throughout the country.

There has been no similar occasion since and the probability is that such a one may never recur. While it might¹⁸ be possible for a bank—a member of the Clearing House—to fail, such a possibility is reduced to the minimum by Clearing House supervision.¹⁸ In any event it is practically impossible under Clearing House supervision for a bank to achieve such a degree of insolvency as characterized the Walsh¹⁸ institutions before the Clearing House Association has an opportunity to act upon the report of the Examinations Department.

The Examinations Department exists primarily for the¹⁸ benefit of the bank examined, its officers and its directors. It affords the very best facilities available for an outside independent audit, examination and report,¹⁸ taking the place of such service by expert accountants or by a committee of directors. If, under any circumstances, any bank director claims ignorance of¹⁸ the condition

of his bank, it is because of his wilful negligence, as he is advised by the examiner that an examination has been made¹⁰⁰ and a complete detailed report filed with the President, which he is invited to examine. He is also requested to mail to the examiner an¹⁰⁵ acknowledgment of receipt of his notification that the examination report has been so filed.

There have been four occasions since the organization of the Chicago¹¹⁰ Clearing House Association when nation-wide panic has menaced the city. Each time the Association, following established procedure, has acted promptly in issuing Clearing House¹¹⁵ certificates for circulation among member banks. By this means balances between the banks are settled without the use of actual cash, thereby conserving the supply¹²⁰ of that vital commodity *for the use of their customers and the public* as long as the stringency continues. Certificates of this kind were used¹²⁵ in the panics of 1873, 1893 and 1907 and, as a precautionary measure, in¹³⁰ 1914, at the outbreak of the World War. The public was not asked to accept them for cash except in 1907,¹³⁵ when Clearing Houses all over the United States did the same. What business communities would have suffered in times like these without this¹⁴⁰ calm and conservative agency can be imagined.

It is believed by the best banking authorities that the necessity for the use of Clearing House certificates¹⁴⁵ will never again occur. The Federal Reserve System provides all the necessary facilities for meeting emergencies without having recourse to Clearing House certificates. The system¹⁵⁰ has already been tested and found competent to tide over emergencies which but for its existence would have called for the use of Clearing House¹⁵⁵ certificates to an extent hitherto unknown. (781)

(This series will be concluded in an early issue)

The Open Hearth

A Story of Pete of the Steel Mills and His Fellow Workmen

By Herschel S. Hall

Reprinted in shorthand from April, 1919, Scribner's, by special permission of the publishers

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(Continued from the December issue)

Pete was right. When my alarm clock awakened me next morning and I started to get¹⁶⁰ out of bed I groaned in agony. Every muscle of my body ached. I fancied my joints creaked as I sat on the edge of¹⁶⁵ the couch vainly endeavoring to get them to working freely and easily. The breakfast bell rang twice, but hurry I could not.

"You'll be late¹⁷⁰ to work! The others have gone!" called the landlady. I managed to creak downstairs. My mail was packed and she had tied up an extra¹⁷⁵ lunch in a newspaper. "You can't stop to eat, if you want to get to work on time," she said. "Your breakfast is in this¹⁸⁰ paper—eat it when you get to the mills."

I stumbled away in the darkness, groaning and gasping, and found my way to the black¹⁸⁵ and dirty street. The mud was frozen hard now, and the pools of water were ice-covered, and my heavy working shoes thumped and bumped¹⁹⁰ along the dismal road in a remarkably noisy manner.

The number of job hunters was larger this morning. Among them I saw the small man¹⁹⁵ who could not "get took," and again he was peeking wishfully through the knothole in the fence.

"You're on, eh?" he said when he spied²⁰⁰ me. "I wisht I was. Say, you haven't got a dime you could spare a feller, have you?" I discovered a dime.

I showed my²⁰⁵ brass check—a time-keeper had given me one the day before, Number 1266—to the uniformed

watchman. He waved me on,¹⁸⁰ and I entered the gate just as the whistle blew. A minute later and I would have been docked a half-hour.

Mike, "maid of¹⁸¹ all work," took me in hand as soon as I came on the floor and proceeded to give me a few pointers. "I kept me¹⁸² eye on ye all day yestiddy, and ye fair disgooted me with the way ye cavorted round with the Irish buggy. As though ye wanted¹⁸³ to do it all the first day! Now, ye're on a twelve-hour turn here, and ye ain't expected to work like a fool. Ye¹⁸⁴ want to learn to spell. (Mike wasn't referring to my orthographic shortcomings.) Ye'll get in bad with the boss if he sees ye chinnin' with¹⁸⁵ Pete. He don't like Pete, and Pete don't like him, and I don't blame Pete. The boss is solid bone from the collar-button up.¹⁸⁶ He has brainstorms. Watch out for 'em."

I followed much of Mike's advice. All that day I trundled the wheelbarrow, but I made an easier¹⁸⁷ day of it, and no one objected to my work. And as the days ran by I found my muscles toughening, and I could hear¹⁸⁸ the alarm-bell at five in the morning without feeling compelled to squander several valuable minutes in wishing I had been born rich.

For two¹⁸⁹ weeks I worked every day at wheeling in materials for the furnaces. Then for one week I worked with the "maid of all work," sweeping¹⁹⁰ the floors and keeping the place "righted up," as he called it. Then I "pulled doors" for a while; I "ran tests" to the laboratory;¹⁹¹ I "brought stores"; I was general-utility man. Then one day, when a workman dropped a piece of pig-iron on his foot and was¹⁹² sent to the hospital, I was put on "second helping."

By good luck I was sent to Pete's furnace. Pete and I by this time¹⁹³ were great cronies. Many a chat we had had, back behind his furnace, hidden from the prying eyes of the boss. I found Mike was¹⁹⁴ right—it was

just as well to keep out of his sight. I soon discovered that he did not like Pete. In numberless mean and petty ways did he harass the man, trying to make him do something that would give him an excuse to discharge him. But Pete was¹⁹⁵ naturally slow to anger, and with admirable strength he kept his feelings under control.

I was working nights now, every other week. The small man¹⁹⁶ at the gate—he had finally "got took" and was laboring in the yard gang—who had told me that "night-work is no good"¹⁹⁷ knew what he was talking about. I found night-work absolutely "no good." The small hours of the night are the terror of the night¹⁹⁸ worker:

To be aroused by a screaming whistle above your head at two o'clock in the morning; to seize a shovel and run to the¹⁹⁹ open door of a white-hot furnace and there in its blistering heat to shovel in heavy ore and crushed limestone rock until every stitch²⁰⁰ of clothing on your body is soaked with perspiration; to stagger away with pulses thumping, and drop down upon a bench, only to be ordered²⁰¹ out into a nipping winter air to raise or lower a gas-valve—this is the kind of work the poet did not have in²⁰² mind when he wrote about "Toil that ennobles"! I doubt whether he or any other poet ever heard of this two-o'clock-in-the-morning²⁰³ toil.

When the "heat" was ready to tap I would dig out the "tap-hole." Another "second helper" would assist me in this work. The²⁰⁴ tap-hole, an opening in the center and lower part of the back wall of the furnace, is about a foot in diameter and three²⁰⁵ in length. It is closed with magnesite and dolomite when the furnace is charged. Digging this filling out is dangerous work—the steel is likely²⁰⁶ to break out and burn the men who work there. When we had removed the dolomite from the hole I would notify the boss. A²⁰⁷ long, heavy bar

was thrust through the peep-hole in the middle door, and a dozen men would "Ye-ho! Ye-ho!" back and forth²⁷⁸ on the bar until it broke through the fused bank of magnesite into the tap-hole. Then the lake of steel would pour out through²⁸⁰ a runner into the ladle.

This tapping a "heat" is a magnificent and startling sight to the newcomer. I stood fascinated when I beheld it²⁸² the first time. A lake of seventy-five or eighty tons of sun-white steel, bursting out of furnace bounds and rushing through the runner,²⁸⁴ a raging river, is a terrifying spectacle. The eye aches as it watches it; the body shrinks away from the burning heat it throws far²⁸⁶ out on all sides; the imagination runs riot as the seething flood roils and boils in the ladle.

Sometimes when we had had a particularly²⁷⁶ hard spell of work and were dead-beat with fatigue and exhaustion, then Pete might be expected to put his well-known question: "Ought to²⁷⁸ have stayed on the farm, oughtn't we? Hey, buddy?"

The foolish question, and his comical way of asking it, always made me laugh. Seeing that²⁷⁸ Pete had once been a farm laborer, the remark does not appear so silly, after all. It was his way of comparing two kinds of²⁷⁸ work; it was his favorite stock jest. I know farm work, too, from pigs to potatoes, and I do not believe there is any kind²⁸⁰ of farm work known, ten hours of which would equal thirty minutes of "splashing" on an open-hearth furnace, in muscle-tearing, nerve-racking, back-breaking, sweat-bringing effort.

Pete and I were working on Number Three furnace, the latest type and the "fastest" of any in the group. Its²⁸² monthly output was three or four hundred tons more than that of any other. It belonged to Pete by rights—he was the oldest man²⁸⁴ on the floor, and he was regarded by all

the other furnace-men as the best "first helper" in the plant. No other "first helper"²⁸⁶ watched his roof so carefully as did he. No other could get as many heats "from a roof" as did he. For every three hundred and fifty heats tapped from a furnace before the furnace required a new roof, the company gave the "first helper" a bonus of fifty dollars.²⁸⁸ This was to encourage them to watch their furnaces closely, to see that the gags did not "touch" the roofs.

One morning Pete and I²⁸⁸ were notified that we were transferred to Number Ten, the oldest, the slowest and hardest furnace to work of any. "Bulger," Lewis, a Welshman, a bosom friend of the boss, was to take Number Three. Pete would lose the bonus money due in thirty days.

"What's this for?" he demanded²⁹⁰ of the boss.

"Because you don't watch your furnace!" snarled the boss in reply. "You've touched that roof! There are icicles on it right now!"²⁹⁰

Pete walked over to the air-valves, jerked the lever, and threw up the middle door. "Show me an icicle in there!" he cried. "I'll²⁹² give you five hundred dollars for every one you point out!"

"Lower that door!" roared the boss. "And get down to Number Ten! Or go²⁹⁴ get your time, if you prefer!"

Pete was silent for a moment. Then he threw up his head and laughed. Going to his locker, he²⁹⁶ took out his lunch-pail and started for Number Ten.

"I rather think I am goin' to take a trip back to Minnesota pretty soon²⁹⁸ —to see the folks, you know," he said to me that afternoon. (3162)

Vocabulary Sentences

The administrator of the Cox estate met with a very serious accident while crossing the boulevard. The attorney for the bankrupt would not corroborate

rate the²⁵ messenger's statements. Be sure to send the catalog to the correct address. The member of the cabinet was given a conspicuous place on the platform.²⁶ The Secretary of the exclusive club would not approve his application. Modern methods prevail throughout this firm's dealings. The defendant is not within the jurisdiction²⁷ of the court. The delegates were much pleased with the prospectus at this time. If you persecute the lad, we shall see that you are²⁸ prosecuted. You will be at a disadvantage if you engage in this legislative debate. The executive did not deem it expedient to make known the²⁹ amount expended in the negotiations for the amalgamation of the two corporations. His negligence in the care of the property was the cause of his³⁰ discharge. We intend to enter into litigation in regard to this matter to-morrow. You should be careful not to confuse the words proceed and precede.³¹ This institution is noted for its production of materials used by architects. A partial list of the passengers on the maiden trip of the new³² ocean liner has been received. Really, we cannot understand why you refuse to support this righteous cause. The salesman withdrew when the council went into³³ executive session. Such a radical plan will demoralize your men and there is great danger of a strike. No dividends on the stock will be³⁴ declared this quarter (PLATE II) inasmuch as the earnings of the corporation have not been sufficient to warrant the payment of a dividend. His election was a³⁵ glorious victory for the Democratic side of the house. If you adhere to this doctrine you will surely bring disaster upon yourself and your associates.³⁶ I am sure this arbitrary ruling will not meet with approval. The automobile industry sent a large delegation to the Annual Manufacturers' Convention held in³⁷ this city last August. We shall institute proceedings against the chief of-

fenders at once. The parcel will be delivered to Parliament by messenger. His indefatigable³⁸ efforts brought ample reward from his employer. He made affidavit that the paper was given for mutual accommodation. This versatile gentleman is a salesman for³⁹ a wholesale concern whose warehouse is located just off the boulevard. If you wish to qualify, much study and practice will be necessary. The legislator⁴⁰ was a passenger on the train from New York to Washington. Much dissatisfaction was expressed because of the exorbitant price paid for this property. We⁴¹ know these laboratory plans will prove unusually attractive and at the same time economical. Do you make use of the chart "An Expedient in Vocabulary⁴² Study" given on the preceding page? No American citizen should countenance such a proposition, as the proposed covenants are contrary to the Constitution of the⁴³ United States of America. His decision to resign is incomprehensible.(485)

Supplementary Drills—III

LESSON IX

Can you tell me where I can get such a list? The newspaper would not publish the report. How much merchandise have you on hand?⁴⁴ Mr. Long will deliver a speech before the merchants' organization. I will inclose a check for the goods. Much care and attention was given to⁴⁵ the arrangement of the book. The bill for the work on our car was sent to the office. The certificate will be of great value⁴⁶ to him in obtaining work.(80)

LESSON X

Anyway, everglades, howsoever, lifelong, striker, ludicrous, network, manicure, right-hand, malignant, vociferous, wordbook, welfare, workhouse, notebook, nowadays, doubted, outline.(18)

Dr. Smith will be here on Mondays

and Wednesdays, during the months of June, July, and August. That the magazine will be a great success,²⁵ there is no doubt. The local association is outlining a plan which will be followed by the officers of the organization. (46)

LESSON XI

To recall, to judge, as near as can be done, you should have been, they have not been able, she had, we hope to hear²⁶ from you, record of the sale, report after report, several days ago, they must not, they mustn't, I do not refer, I don't refer, from²⁷ coast to coast, step by step, very much, next time, you cannot be. (63)

You must not fail to send us a record of the sale. Upon receiving report after report, we determined to go ahead with the work.²⁸ He attempted to recall the date of the letter but finally said that he was out of the state at the time it was mailed.²⁹ We hope to hear from you several times while on your journey from coast to coast. (66)

LESSON XII

Odious, pursue, province, voltage, thrush, recount, vegetation, speedy, vital, mistrust, scold, garnet, adventurous, beguile, broadest, jumper, shrunk, habituate, deplete, disorderly. (20)

Mr. Fields said that he would probably purchase several shares of stock in the sugar trust. The error was speedily detected on a recount of³⁰ the cash. He would not permit the child to deliver the message to Mr. Towner. The new school building caught on fire. (47)

Business Letters

CREDIT INFORMATION

Clawson & Aldridge,
2978 Adams Street,
Flint, Michigan.

Gentlemen:

We wish to thank you for your order of June³¹ 25. According to your

instructions it was shipped immediately and is now on the way.

We are gratified to observe your interest in our³² merchandise and are especially pleased to have what appears to be our first opportunity of serving you. We hope and believe that this opening bill³³ will be the beginning of business relations that will be mutually pleasant and profitable. We look forward to hearing from you in the near future.¹⁰⁶

In this connection and for our assistance in handling your future wants in our line, we should appreciate very much the bank and trade references¹³⁵ customary with the opening bill, which were, no doubt, overlooked. These would be especially acceptable, as the commercial agencies consulted seem to have no particular¹³⁶ data on file regarding you.

Any information that you may care to submit will be held in strict confidence, and used only in aiding us¹⁷⁶ to supply your wants in our line.

Yours very truly, (185)

Mr. Lloyd Boxwell,
792 Anoka Avenue,
Malden, Massachusetts.

Dear Sir:

We thank you for having furnished us with a statement of your³⁴ financial affairs. You can rest assured the usual investigation will be completed at the earliest possible date.

We trust the slight delay to your order³⁵ will cause you no serious inconvenience.

Yours very truly, (59)

—From *Gardner's Constructive Dictation*,
Page 102, Letters 1 and 2.

Courage

Some Reflections by Charlotte Urquhart

Sometimes it has seemed to me that all our actions in life might be really said to be based on one quality—

namely, Courage, the³⁵ gift of gifts we should ardently strive for.

Courage to bear grumblers with patience—especially if they be old.

Courage not to fib for convenience⁶⁰ sake.

Courage to confess you don't know something.

Courage to see your own faults and weaknesses, and to try to fight them.

Courage to play⁷⁵ a game with true sporting instinct and take a beating with a smile.

Courage to stick up for your ideas and ideals. Courage to fight¹⁰⁰ an illness patiently and cheerily, and never to let your physical weariness spoil your mental outlook.

Courage to act quickly in danger.

Courage to control¹²⁵ your emotions.

It is strange to see how wonderful may be the physical courage of folks who are otherwise nothing very unusual.

On the other¹⁵⁰ hand a brave mental type may be of no use and quite irresponsible in a case of sudden emergency.

Perhaps this is life's compensation:¹⁷⁵ to give each of us some day the power, chance, and opportunity to do one good deed finely.

Think how during the war many men²⁰⁰—perhaps thieves, sneaks, or empty-headed society fops—suddenly got their chance, and, by a wonderful action of pluck, courage, endurance, or self-sacrifice made²²⁵ a life worth while.

Do you remember Service's poem on the young "Fool" who left school and gave his life for his country? It ends like²⁵⁰ this, I believe:—

"And I called him Fool. Ah, woe
is me, and my cup of
grief's a-brim;

Will glory of England ever die
so²⁷⁵ long as we've fools like him,
So long as we've fond and foolish
fools

Who, spurning Fortune and
Fame,

Will rush to the rallying cry³⁰⁰ of
their schools

Just bent on playing the game?"

"... And tho' there's never a
grave to show

Not a cross to mark his fall,
Thank³²⁵ God, we know he
batted well

In that last great game of
all."

May we also "bat well"—not only in the large things,³⁰⁰ but in the everyday petty pricks that shall make us bigger, nicer, and finer folks than we are.(368) — From *Glasgow Weekly Herald*.

A Real Estate Case

(Continued from the December issue)

—to him for awhile in the store, and then he gave me the rest¹⁴⁰⁰ of the particulars when he went with me. He said he had to go over to Ogden and Lake, and as I was going downtown¹⁴²⁵ I went with him to Ogden and Lake and we stopped there. We talked about it. He said he did not want anybody to know¹⁴⁵⁰ that he was the owner, but he said if I brought him a buyer at \$125 a foot that he¹⁴⁷⁵ would sell.

Q But he did not want to meet the buyer?

A He did not want to meet the buyer, no, sir, because he¹⁵⁰⁰ did not want anybody to know that he had the property.

Q What is the regular and usual brokerage commission for the sale of real¹⁵²⁵ estate, vacant real estate, in Chicago?

A Five per cent.

Q Five per cent? A Yes, sir.

MR. COX: That is all. Take the witness.¹⁵⁵⁰

CROSS-EXAMINATION

By Mr. Shale

Q What date was it you first spoke to Mr. Sheeder?

A Well, it was seven or eight days before¹⁵⁷⁵ the tenth of March, because it was Saturday, the tenth of March,

that I first offered him the check for one thousand dollars at¹⁰⁰ \$125 a foot.

MR. COX: Just answer the question.

A Just about a week before.

MR. SHALE: You say in your¹²⁵ statement of claim that it was the eighth of March.

MR. COX: Not on the eighth.

MR. SHALE: You are sure that it was the¹⁶⁰ tenth of March that you came to him with a check?

A Yes, sir, it was on a Saturday.

Q How many days before was¹⁷⁵ it that you first talked to Sheeder?

A Well, seven or eight days before that, about a week.

Q About the third of March. You¹⁷⁰ say that was on a Saturday also?

A I don't remember the date at all.

Q It¹⁷⁵ might have been on a Monday?

A It might have been, I don't know.

Q Did you have a purchaser for the store property at that time?

A Yes, sir, and I dropped¹⁷⁰ in to find out the particulars.

Q That is, you had some man who engaged you to go and see Sheeder about selling the store¹⁷⁵ to you, is that right?

A Well, not exactly. I just went in to list that property.

Q You went to Sheeder to get a¹⁸⁰ listing of the store property?

A Yes, sir.(1808)

(To be continued next month)

What Is Linoleum?

(Contributed by Helen Jean Wade)

The original patent granted to Frederick Walton, the inventor of linoleum, in 1863, describes it as a material composed of oxidized²⁰ oil and gum intimately mixed with ground cork or wood flour pressed on a back of burlap or canvas. The name lino-

leum comes from two⁵⁰ Latin words, "linum," meaning flax, and "oleum," oil. Linseed oil is pressed from flax-seed grown chiefly in the Argentine. When it is exposed to air⁷⁵ it begins to thicken or oxidize, turning into a tough, rubbery film. Thousands of gallons of linseed oil come to the modern linoleum plant direct¹⁰⁰ from the refineries in tank cars. This inflammable material is first boiled for from three to ten hours and then pumped into small conveyors which¹²⁵ move under the roof of the oxidizing shed, which is about thirty feet high. From the roof are hung long sheets of scrim reaching to¹⁵⁰ the floor. The conveyor containing the oil is moved from one end of the shed to the other and the oil flows down over the¹⁷⁵ scrim sheets. The heavy sheets of oxidized linseed oil formed by this process are next passed through metal rollers and ground to pulp, after which²⁰⁰ this ground linseed oil is skillfully blended with rosin and other gums to form linoleum cement.

Another important ingredient in the making of linoleum is²²⁵ cork, the outer bark of the cork oak, grown in Spain and Portugal. The cork scrap which remains after the manufacture of bottle stoppers and²⁵⁰ other products is shipped to huge warehouses at the linoleum plant. After it has been broken up it is blown to the top floor of²⁷⁵ a high building by air suction, and as it passes down from floor to floor it is ground and reground between huge millstones until it³⁰⁰ is almost as fine as dust. Passing through one mixer after another the pulverized cork and the ground linoleum cement are now combined, forming a³²⁵ mix resembling sticky sawdust.

The backing of genuine linoleum is always burlap, made from jute grown in the swamps of India. The burlap, woven specially³⁵⁰ for this purpose in Dundee, is fed into huge heated rollers from below as the linoleum mix comes down from the floor above and

is⁷⁷⁵ pressed onto the burlap to make the proper thickness of plain linoleum. The soft linoleum then passes into high stoves or drying rooms where it⁷⁷⁶ is festooned from the ceiling in long loops and the process of hardening or drying out is completed.

The blocks used in imprinting the pattern⁷⁷⁷ on linoleum are cut by hand. They are then fitted into printing machines and as the plain linoleum passes through these machines ten or more⁷⁷⁸ of the printing blocks, automatically coated with paint, move up and down in unison, each leaving an impression of a different color on the surface⁷⁷⁹ of the goods, which then goes into stoves in order that the paint may harden.

In the process of making inlaid linoleum vari-colored blankets⁷⁸⁰ of linoleum mix are prepared without the burlap backing. From these sheets the little blocks of colored linoleum are cut out and placed in their⁷⁸¹ proper position on the burlap, as it passes into hydraulic presses, which force the pieces of linoleum together and into the burlap back.

To make⁷⁸² moulded inlaid linoleum, each color of linoleum mix to be used in a pattern is brushed through a metal stencil onto the burlap back, which,⁷⁸³ as it leaves the last stencil completely covered with the pattern properly worked out in the granulated linoleum mix, goes into heavy presses which key⁷⁸⁴ the various colors permanently to the burlap.

Every yard of linoleum, as it comes from the final drying in the stoves, is carefully inspected to⁷⁸⁵ guard against any defects in manufacture. (631)

Short Stories in Shorthand

OLD BUT NEW

He: "But what in the world could I wear at a costume party?"

She: "You might put on your dress suit and go as a⁷⁸⁶ gentleman of the Spanish War period." (31)

A RELIABLE MINING BUSINESS

"I think you said, Rastus, that you had a brother in the mining business in the West?"

"Yes, sir, that's right."

"What kind of mining⁷⁸⁷—gold mining, silver mining, copper mining?"

"No, sir, none of them; calcimining." (37)

AMERICAN CLASSICS

"I want a book for a high school boy."

"How about Fielding?"

"I don't know. Have you anything on base running?" (21)

INDIGNANT

A Chicago woman shopping in the Loop was heard to ask a clerk:

"Have you a pair of shoes suitable for this boy?"

"Yes, certainly,"⁷⁸⁸ was the reply. A French kid, perhaps?"

"No, indeed," was the response. "He is my own son, born right here in Chicago." (47)

POLICE!

George: "Did you hear about the robbery in the back yard last night?"

Ann: "No; what happened?"

George: "Two clothespins held up a shirt." (24)

HONORABLE

She: "You raised your hat to that girl who passed. You don't know her, do you?"

He: "No, but my brother knows here, and this⁷⁸⁹ is his hat." (28)

THAT'S ALL RIGHT, THEN

Smith: "Dennis claims not to have heard the horn. What's the matter with his hearing?"

Brown: "Nothing, it's to be heard Saturday." (22)

NOT WHAT HE MEANT

The Boss: "What do you mean by such language? Are you the manager here, or am I?"

Jones: "I know I'm not the manager."

The⁷⁹⁰ Boss: "Very well, then, if you are not the manager, why do you talk like an idiot?" (42)